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MOTION PICTURES AS TEST STIMULI--AN APPLICATION OF NEW MEDIA TO THE PREDICTION OF COMPLEX BEHAVIOR. FINAL REPORT.
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THE PURPOSE OF THE STUDY WAS TO TEST THE HYPOTHESIS THAT, WHEN STIMULI PRESENTED IN TESTS TO RESPONDENTS INCREASE IN THEIR APPROXIMATION TO THE COMPLEXITY OF RELATED LIFE BEHAVIOR, EFFICIENCY OF TESTS IN PREDICTING LIFE BEHAVIOR WILL ALSO INCREASE. THE STUDY WAS CARRIED OUT IN THE CONTEXT OF TEACHER EDUCATION, WITH ACTUAL CLASSROOM BEHAVIOR OF STUDENT TEACHERS AS THE CRITERION. THE BEHAVIOR PREDICTORS RANGED FROM SIMPLE (SINGLE-DIMENSION WORDS AS STIMULI) TO COMPLEX (MULTIPLE-DIMENSION BEHAVIOR AS STIMULI). THE STATISTICAL ANALYSIS PROPOSED TO DETERMINE AN ORDER FOR THE PREDICTION INSTRUMENTS. NO ORDER WAS SUBSTANTIATED BY USING GROSS SCORING, BUT THE SUBTESTS GENERALLY SUBSTANTIATED THE NOTION THAT AS THE TESTS INCREASE IN COMPLEXITY THE EFFICIENCY OF THEIR PREDICTION IS INCREASED. (JK)

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MOTION PICTURES AS TEST STIMULI: AN APPLICATION OF NEW MEDIA TO THE PREDICTION OF COMPLEX BEHAVIOR

Henry D. Schalock
James H. Beaird
Helen Simmons

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Final Report
Title VII Project Number 971
National Defense Education Act of 1958
Grant Number 7-47-0000-186

teaching
research

OREGON STATE SYSTEM OF HIGHER EDUCATION

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Teaching Research Division
Oregon State System of Higher Education
Monmouth, Oregon

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TABLE OF CONTENTS

List of Tables vi

List of Figures ix

Chapter

I. Introduction and Overview 1

Two Proposals for Increasing Predictive Power of Educational and Psychological Tests
Use of Motion Pictures as Test Stimuli
An Overview of the Project
Related Literature

II. Test Development: Phase I 15

Episode Development
Development of Items Around the Film and Word Tests
Assignment of Response Weights and the Development of Response Rationale

III. The Criterion Measure 57

IV. Evolution of a Model of Teaching Behavior 67

A Model of Teaching Behavior
Additional Influences: Classroom Atmosphere and Teacher-Child Interaction
Research Paradigms Related to the Model of Teaching Behavior
Conceptualization of the Present Study
Some Comments on Interaction and Overlap Between Variables

V. Test and Criterion Development: Phase II 99

Development of Conceptually Derived Scales for Word and Film Tests
Development of Subscales Relevant to the Impact of Knowledge Function
Development of Scales for the Simulation Test
Development of Final Criterion Scores

VI. Data Collection 131

Test Administration
Classroom Observations
Data

TABLE OF CONTENTS (Continued)

Chapter

VII. Results 135

Some Considerations Regarding Tests of the Hypothesis
Results
Some Additional Findings

VIII. Discussion 159

Major Sources of Error in the Study
Implications of the Data for Test Theory and Development
Implications of the Data for Criterion Measurement
Implications of the Data for the Model of Teaching Behavior
Implications for Future Research

References 175

Appendices

A. Instructions Given to Teachers for Recording Incidents Which Became the Bases for Selecting Episodes of the Word, Film, and Simulation Tests 179

B. Classes and Examples of Behavior Derived from Daily Records of Classroom Experiences Which Became the Basis for Selecting Episodes for the Word Test, Film Test, and Simulation Test 181

C. Description of Word Test Episodes 188

D. Description of Film Test Episodes 192

E. Description of Simulation Test Episodes 196

F. Word Test Items Submitted to the Item Analysis; Their Category Codifications, Their Response Weights, and the Correlation Coefficients Resulting from the Analysis 199

G. Film Test Items Submitted to the Item Analysis; Their Category Codifications, Their Response Weights, and the Correlation Coefficients Resulting from the Analysis 277

H. The Classroom Orientation Test: Word Description Version 342

I. The Classroom Orientation Test: Film Version 367

TABLE OF CONTENTS (Continued)

Appendices

J. Introductory Comments on the Sound Track of Orientation Film for the Simulation Test 381

K. Material in Cumulative Folder Accompanying the Simulation Test 382

L. Instructions for the Simulation Test 387

M. Example of a Response to One Episode of the Simulation Test 388

N. Demonstration Used for Orientating Subjects to the Simulation Test 389

O. Episode Settings for the Simulation Test 390

P. Criteria for Judging Adequacy of Response to the Simulation Test 392

Q. Details of the Category Sets and Recording Procedures Used for Classroom Observations 400

R. Scales for Rating Teacher-Classroom Characteristics 432

S. Items Comprising Tentative Management Subscales for the Word Test 435

T. Items Comprising Tentative Management Subscales for the Film Test 437

U. Items Comprising Tentative Interpersonal Orientation Subscales for the Word Test 440

V. Items Comprising Tentative Interpersonal Orientation Subscales for the Film Test 443

W. Items Comprising Tentative Subscales of IKV for the Word Test 446

X. Items Comprising Tentative Subscales of IKV for the Film Test 451

Y. Definitions of the Dimensions Appearing in the Orientation Categories for the Simulation Test and a Summary of the Scoring Procedure Using Them 456

Z. Summary Scores for the Simulation Test Orientation Measure 461

TABLE OF CONTENTS (Continued)

Appendices

AA. Raw Scores of Subjects for the Word Test, Film Test, and MTAI 462

BB. Scores of Subjects for the Simulation Test 464

CC. Scores of Subjects on Criterion Measures 465

LIST OF TABLES

Table / Page

1. Classes of Child Behavior Around Which Episodes were Filmed 23
2. Classes of Behavior Represented in Each Episode in the Word and Film Tests 35
3. Reliability of Item Placement by Class of Child Behavior 38
4. Reliability of Item Placement by Physical Characteristics of Items 40
5. Distribution of Items by Tests into Subscales 41
6. Subscales within the Category VIII Coding System 43
7. Per cent of Agreement and Item Frequency in Revised Category VIII for Word and Film Tests 44
8. Classes of Child Behavior as Stimulus Conditions and Child Response Behavior 62
9. Category Set 2: Teacher Behavior 63
10. Illustrations of Category Usage Within the Three-Stage Model 65
11. *A Paradigm for Research Which Attempts to Predict* Teacher Behavior 77
12. Research Paradigm Employed in the Present Study 78
13. Reliability Coefficients of Retained Subscales Within the Interpersonal Orientation Function 101
14. Factor Loadings and Communalities of Management and Interpersonal Orientation Subscales for the Film Test 102
15. Impace of Knowledge Variable 105
16. Split-Half Reliability Coefficients for Tentative IKV Subscales of the Film and Word Tests 106
17. Factor Loadings and Communalities of Eleven Subscales for the Film Test 106
18. Factor Loadings of Eleven Subscales for the Word Test 109
19. Predictor Scales Derived from Classes of Child Behavior 111

LIST OF TABLES (Continued)

Table Page

20. Summary of Final Predictor Scales in Film and Word Tests with Reliability Coefficients 113

21. Split-Half Reliability Coefficients for Episode Scores for the Film and Word Tests 115

22. Simulator Scales Developed in Relation to the Model of Teaching Behavior 116

23. Reliability of Teams in Scoring Directional Scales of Simulator Test 118

24. Factor Loadings of Thirteen Subscales for the Simulation Test 120

25. Reliability of Scoring Teams in Assigning Criterion Rating Scale Scores to Simulation Data 121

26. Criterion Measures Used in the Study 124

27. Reliability Data for the Criterion Measures 127

28. Interobserver Reliability Correlations Computed Over All Criterion Scales 129

29. Summary of Level I Regression Analyses—Per cent of Criterion Variance Accounted for by Total Test Scores 138

30. Matrix of Rank Orders of Predictive Effectiveness of the Four Instruments for Each Criterion Behavior 139

31. Predictor Scales of the Word Test, Film Test and Simulation Test Used in Level II Regression Analyses 141

32. Variance in Criterion Behavior Accounted for (R^2) by Each Predictive Instrument 142

33. Order of Instruments as Determined by R^2 for Criterion Behaviors 143

34. Five Most Effective Predictors Within the Word Test for Each Criterion Behavior 145

35. Five Most Effective Predictors Within the Film Test for Each Criterion Behavior 146

36. Frequencies of Subscales of Predictive Instruments of Three Rank Order Levels 147

LIST OF TABLES (Continued)

Table	Page
37. Weights Assigned to Rank Orders	147
38. Sums of Weighted Rank Orders of the Four Predictive Instruments	148
39. Order of Median Rank Orders of Instrument Subscales for Each Criterion Behavior	149
40. Intercorrelation Matrix for Subscales of the Word Test	153
41. Intercorrelation Matrix for Subscales of the Film Test	154
42. Intercorrelation Matrix for Subscales of the Simulation Test	155
43. Intercorrelation Matrix of Criterion Behaviors	156
44. A proposed Program of Research in Film Test Methodology and Teacher Behavior	172

LIST OF FIGURES

Figure | Page

1. Major Variables of a Model of Teaching Behavior 72
2. Plot of Six Management and Interpersonal Orientation Subscale Vectors on First Two Factors—Film Test 103
3. Plot of Subscale Vectors for the Film Test on Factors I and II 107
4. Plot of Subscale Vectors of Film Test on Factors I and III 107
5. Plot of Subscale Vectors for the Word Test on Factors I and II 109
6. Plot of Subscale Vectors for the Word Test on Factors I and III 110
7. Plot of Subscale Vectors for the Simulation Test on Factors I and II 120

Chapter I

Introduction and Overview

The success one wishes to accord the educational and psychological testing movement depends to a large extent upon the criterion against which it is judged. If the criterion is breadth of use, then by nearly any standard the movement has been successful. If the criterion is usefulness in situations demanding assessment, for example, classroom achievement, outcome of experimental programs to modify interests, attitudes or abilities, then the movement might be considered moderately successful. If the criterion, however, is that of predictive effectiveness, success of the movement must be viewed as relatively limited. Rarely can one find a predictive scheme sufficiently powerful to account for more than half of the variance in a criterion involving complex human behavior. This is the case whether the behavior is academic achievement in college (Cronbach, 1960), routine job success, or occupational choice and satisfaction (Ghiselli, 1955). Even less variance in criterion behavior can be accounted for when predicting to such complex phenomena as performance in public school teaching (Mitzel, 1960), clinical psychology (Kelly & Fiske, 1951), or various air force activities (MacKinnon, 1958). As yet, the major part of human behavior and performance cannot be predicted with an accuracy approaching phenomena in the physical sciences.

Hopefully this will not always be the case. Educational and psychological testing and, indeed, behavioral science generally, are based on assumptions of predictability of human behavior (Kemeny, 1959). The diversity in individuals, their opportunity for choice, the reticence on the part of many to attempt to predict at the human level, and the relatively primitive status of the behavioral sciences combine to represent several obstacles to prediction. It is assumed, however, that as serious efforts are undertaken to predict at the human level, and as the methodology permitting such prediction becomes more refined, it will be possible to move the elements of decision and choice further and further from mere guesswork (Meehl, 1954).

Two Proposals for Increasing Predictive Power of Educational and Psychological Tests

At the level of test theory two explanations may be advanced for lack of success in predicting complex behavior. One reflects traditional test theory and holds lack of predictive effectiveness to be due to the failure of existing tests to focus on more than one or a few of the factors that influence behavior to be predicted. As a result, present instruments are able to account for only a small portion of the variance in criterion behavior. This situation has led to development of multivariate tests and test batteries, but unfortunately these too have demonstrated only limited predictive effectiveness to date.

Another explanation holds lack of predictive success to be due to the failure of existing instruments to employ stimuli that elicit behaviors representative of those to be predicted. This explanation is based on the assumption that human behavior is complex and is elicited by complex stimuli; it would follow that test stimuli should correspond in complexity to stimuli that elicit behaviors to be predicted if these test stimuli are to be effective as predictors.

Traditionally, educational and psychological tests have relied upon the use of words and/or other symbols to provide stimuli to which testees respond. When attempting only to assess relatively simple symbolic manipulations, such as knowledge of facts or statements of attitudinal position, words or similar symbols appear to be appropriate test stimuli. When attempting to predict more complex phenomena, however, such as human behavior, involving choices among many possible courses of action, it is likely that words and/or other written symbols will not suffice. As indicated above, this theoretical position is based on the assumption that if prediction of complex human behavior is to occur, these test stimuli must reflect the complexity of the situation that elicits behavior to be predicted, and that words and/or symbols cannot realistically reflect such complexity. This is especially true when situations involve interpersonal behavior. Here the relationship of human interaction to setting, the emotional components which characterize and shape interpersonal relations, and the multiplicity and subtelty of the cues which are acted upon, place demands for their representation on language that probably could rarely, if ever, be met adequately. If one were to attempt to describe in words these complex situations, error stemming from misunderstanding and individual interpretation of terms would combine with the perceptual bias of the writer to practically eliminate objectivity if existing evidence from perceptual and semantic studies is valid.

If the above analysis is correct, it follows that one must look beyond traditional paper and pencil tests, with their reliance on words, and related symbols for the presentation of the stimulus situations to be used in tests predicting complex behavioral phenomena. It follows also that as test stimuli are made more life-like, not only will the responses be more representative of life responses, but also the potentiality exists for variables affecting complex behavior to become available and thereby, enhance prediction. Thus, tests which utilize stimuli corresponding closely to actual situations should prove to be more effective predictors because simultaneously they will (1) call forth responses that are more like those occurring in a life situation, and (2) make available for measurement a greater number of the factors affecting complex behavior. From a theoretical viewpoint, therefore, the stimulus qualities of a test constitute one of the basic elements for predictive effectiveness studies.

Emphasis upon the representational qualities of predictive instruments is consistent with the rationale underlying the use of "job replication" tests as a basis for prediction. Cronbach (1960) commented:

> "In trying out tests with the hope of finding a good predictor, past experience suggests the job replica as the best bet. The common sense rule that the test which resembles the job ought to predict the job has generally paid off with encouraging validity coefficients. If intelligently designed, the job replica can demand the same coordinations, speed, and precision as are called for in the criterion task. Furthermore, it looks like a reasonable test, and therefore appeals to the subject and to the employer on whose behalf the tests are used. There is little doubt that job replicas will continue to be used in industrial and military selection for some time."

Use of Motion Pictures as Test Stimuli

It is proposed herein that motion pictures be investigated as a means of representing stimuli present in situations involving human interaction. In pursuing research on the theoretical position outlined above it is posited that motion pictures will enable a much greater range of stimulus complexity and subtlety to be perceived than words and/or other symbols, and that motion pictures will be more sufficient in meeting the demands of objectivity since a filmed sequence of behavior represents a slice of real-life behavior rather than one which requires the testee to interpret and infer from verbal description.

It is further posited that tests using motion picture films to present stimuli will offer a partial solution to the problem of knowing whether test performance reflects how the respondent will actually behave in a life situation or merely how he thinks he should behave. The issue of overt versus verbal behavior is a crucial one for there is increasing recognition that "knowing what to do" in no way guarantees that one will act accordingly. By using motion pictures as test stimuli, it is hypothesized that the respondent will project himself into the situation more than he would if the situation were described on paper and, as a consequence, will become less subject to verbal mediators, more emotionally involved, and respond in a way more nearly comparable to the way he would in a life situation. If such be the case, predictive effectiveness may be further increased.

Use of Behavioral Criteria

Power of prediction obviously does not depend solely on the adequacy of the test stimuli. It depends as well upon the strength of the model from which predictive relationships are derived, the adequacy of research design and the adequacy of the criterion employed in the research. While research in the behavioral sciences has been less than adequate in all of these elements, the criterion problem has been particularly troublesome. In fact, Cronbach has gone so far as to say that "the greatest difficulty in empirical studies (of validity) is to obtain a suitable criterion measure" (Cronbach, 1960, p. 108), illustrating his point by citing the IPAR studies on air force officers where independent criteria of officer effectiveness correlated about .30 with paper and pencil tests of various abilities (Cronbach, 1960, p. 587). He goes on to point out that "Even the most valid assessment techniques cannot predict unstable criteria" (Cronbach, 1960, p. 588).

In the behavioral sciences, criterion measures used in research have been derived generally through rating procedures, though in industry quantity or quality of job output has also been used. When using rating procedures to obtain criterion measures, it has often meant little more than having a supervisor or co-worker (or someone else in a position to judge task performance) evaluate that performance by placing a check on a 5 or 7 point scale. Often the criteria to be used in guiding such ratings have not been made explicit. Task performance has been treated as a single function when in fact it involves several functions, and there has been no guarantee that the rater has sufficient bases for his judgment. Furthermore, criterion ratings frequently call for an evaluation of "success." Such an evaluation must of necessity involve a value judgment and unless care has been taken to control for "generosity" errors, "halo" effects, or other sources of constant error or bias in judgment, usefulness of rating scale data must of necessity be limited.

A case in point is the long standing effort to predict to teacher effectiveness or success. With the criterion identified in this way researchers have had to face the issue of what constitutes "successful" teaching, and since an answer at this point in time involves a value judgment (Levin, 1954) an adequate answer has never been obtained. Mitzel (1960) stated the situation well when he said "...teacher effectiveness as a concept has no meaning apart from the criterion measures or operational definitions of success of a teacher."

It was proposed in the present study that specific behavioral measures be used in criterion measurement rather than generalized performance or success measures, and that systematic observational procedures using preconceived category sets be used to obtain measurements instead of global rating scales. Soar (1964) appears to endorse such a procedure with respect to teacher behavior. He has stated:

> "The most promising approach would seem to be to abandon the attempt to get agreement on the definition of effective teaching, and within a conceptual framework, to identify and measure dimensions of the classroom which seem important; and to relate these to aspects of pupil learning and change--the ultimate criterion. The functional relationships between these variables can then be established empirically. Given consensus on some of the desired outcomes of education, these empirically established relationships can then be used to specify the characteristics of the classroom which should be optimal in fostering the valued kinds of pupil growth."

Such a focus does not, of course, solve the problem of criterion in teacher behavior studies, since the ultimate criterion, that of pupil growth, has not been tackled. It facilitates the criterion problem, however, in that it provides a necessary intervening step between goal and outcome. Levin (1954, pp. 102-103) makes this relationship clear:

> "The most complete picture of the teaching process would be to predict from the antecedent conditions to the classroom behavior, and in turn from behavior to pupil effects. Characteristically the middle step is omitted, so that the result is a statement relating certain antecedent characteristics of the teacher to some aspects of pupil change. Although the procedure is legitimate, it represents only a partial picture. For

> example, there are some interesting findings that secondary school pupils taught by teachers who had neither a college major nor minor in the subject they were teaching scored higher on achievement tests than those students whose teachers had such training. The findings are indeed perplexing. Notice that this research design has bypassed what the teacher is actually doing in the classroom. Without that information we can only conjecture about these contrary-to-common-sense findings."

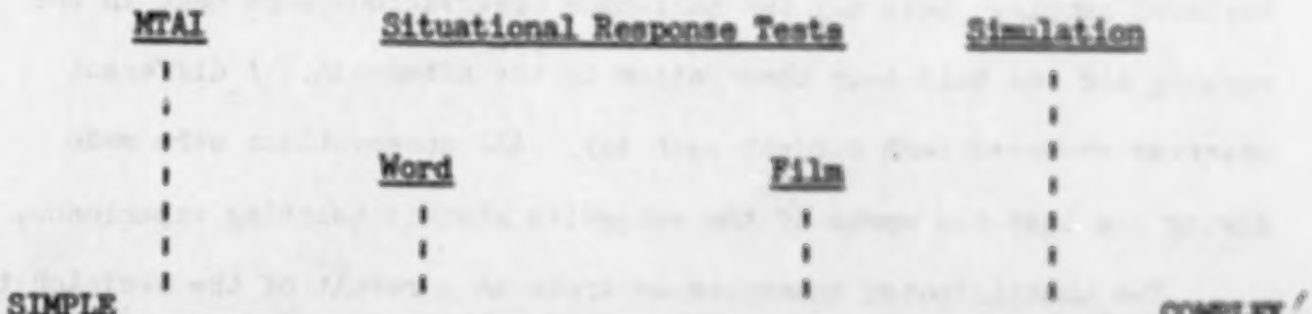
Derivation of Predictor and Criterion Measures From a Common Conceptual Model

To maximize the effectiveness of prediction, predictor and criterion variables should be related behaviorally one to another, and this can be achieved best by identifying both in a conceptual model in which the major variables under investigation and the relationships among them are identified (Gage, 1963; Broadbeck, 1963). Where empirical data are available to guide the process of model building, so much the better. Where they are not, the process of "establishing order" in an area which otherwise lacks conceptual clarification, even on an *a priori* basis, may result in an increased predictive capability. To this end the conceptual process serves a useful purpose. Since the conceptual process touched the present project at so many points, it will be discussed when applicable.

An Overview of the Project

The purpose of the study was to test the theoretical position that the more closely test stimuli represent the stimuli present in life situations, the more likely responses to test stimuli will predict behavior occurring in life situations. The study was carried out in the context of teacher education, with classroom behavior of student teachers used as the criterion to be predicted. Four tests were used as predictors in the study: (1) The Minnesota Teacher Attitude Inventory, (2) a situational-response test employing written verbal stimuli and restricted response mode (the Word Test), (3) a situational-response test employing motion picture stimuli and restricted response mode (the Film Test), and (4) a situational response test using motion picture stimuli and free response mode (the Simulation Test). The criterion measure was the behavior of subjects in actual classroom situations. Direct observation of categorized behavior was used for purposes of criterion measurement.

The four predictive instruments can be represented on a continuum of test stimulus complexity ranging from simple to complex. Also involved is the response "simplicity" which results from the use of "guided" response techniques as contrasted with the response "complexity" of "free" responses as found in "real" life situations. This conception is represented schematically below.



Words as stimuli
Single dimension
Guided response

Life behavior as stimuli
Multiple dimensions
Free response

On the basis of the rationale developed earlier it was hypothesized that the predictive power of the tests would be related to their position on the above continuum, with the MTAI being the weakest predictor and the

Simulation Test being the most powerful.

Subjects for the study were seniors majoring in elementary education at Oregon College of Education and Oregon State University who were student teaching in the primary grades. Of the students eligible, only those who were student teaching within a 60 mile radius of the Oregon State University campus and who volunteered to take part in the research were included in the study. Twenty-seven subjects from Oregon State University and thirteen from Oregon College of Education comprised the final sample.

Each subject was given all four predictive tests prior to student teaching. To control for residual effects of test order the test schedule for each subject was established randomly.

Behavior in the classroom was assessed through systematic observation. Six half-hour records of interactive behavior of each subject in the classroom, collected on two separate days, constituted the behavioral sample. Each day two half-hour observations were made in the morning and one half-hour observation in the afternoon. A different observer observed each subject each day. All observations were made during the last two weeks of the subject's student teaching experience.

Two unanticipated consequences arose as a result of the decision to set the study within the context of teacher behavior, (1) the task of having to establish a model of teaching behavior within which the study could be focused, and (2) the task of developing an observational system which would tap the complexity of teacher-child interaction in the classroom relevant to conceptual dimensions. It was discovered after the project was initiated that the education field at the present time lacks both a theoretical framework that identifies relevant variables within the educative process and instruments by which to measure them. Gage recently summarized literature pertaining to teacher models (Gage, 1963) and ended by pleading for development of a model or theory of teaching which moves beyond those which are now available. A similar deficiency exists at the level of measurement. Currently there are no instruments developed which validly predict specific, concrete teacher behavior. Observational systems available for the measurement of teacher behavior in the classroom typically focus upon variables which lack a theoretical relevancy (Medley & Mitzel, 1963). The necessity of having to (1) develop a conceptual framework from which relevant variables of teacher behavior in the classroom could be identified, and (2) devise predictor and criterion measures of these variables, posed a formidable task for the investigators, but resulted in a model and produced measures which give evidence of being both relevant and effective.

Related Literature

While motion pictures have played a major role in education for many years, and have been adapted to a wide range of educational processes (Allen, 1956; Allen, 1957; Lumsdaine, 1963), the methodology of film testing per se has received relatively little attention in the past. Representational pictures or slides have been used to measure abilities, personality, motivation and appreciation, but motion pictures have had extremely limited application to the process of measurement.

One of the first efforts at their adaptation was in the OSS training program during World War II. Since then there have been a few scattered studies with the methodology (Gibson, 1947; Edling & Schalock, 1960; Levonian, 1960), but the paucity of research with it has led Levonian to say that "little is known about the relative characteristics of the film-questionnaire when compared with the conventional questionnaire."

The present study grew out of several years of pilot research with a film test designed to measure understanding of behavior of young children (FUB). In one of these pilot studies, Karuven (1959) found FUB discriminated between students having different amounts of background in child development courses, and that among the students having similar academic backgrounds it discriminated between those who had had laboratory experiences and those who had not. A study by Smith, (1959) found a significant positive relationship between scores on FUB and achievement potential and intellectual efficiency scales of the California Personality Inventory (CPI); and significant negative relationships with the socialization, maturity and responsibility scales of the CPI, and the control and discipline scales of the Parental Attitudes Research Instrument. No relationship was found between the FUB and Taylor's Manifest Anxiety Scale, IQ, GPA, grades in a course in child development or ratings of effectiveness with children in a nursery school laboratory. Using Carol O'Neill's data (1960) on the interactive behavior of senior women in Home Economics with an infant in the Home Management training house, and film test scores from Smith's study, it was found that the three women who related to infants most adequately (by O'Neill's criteria) had high or moderately high scores on the film test while the two who were most inadequate in their behavior with the infant had extremely low scores.

The relationships between personality and the film test scores suggested in Smith's work was demonstrated powerfully by J. P. O'Neill (1960) in a study in which he utilized a more refined form of the film test. Using a multiple regression analysis to determine the relationship between 12 MMPI variables and the scores on the film test he found a multiple correlation coefficient of .98. A replication of this study, however, failed to support these findings (O'Neill, 1963). A study currently in progress has also failed to demonstrate a theoretically expected relationship between FUB scores and Maslow's Security-Insecurity Index (Vehrs, 1964).

The principal focus of the present research was to test the basic assumptions of test theory which have been described. The critical task was perceived to be the development of predictor and criterion instruments in order to later determine possible relationships.

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Chapter II

Test Development: Phase I

The project called for a comparison of the predictive effectiveness of four tests, ranging in complexity from a "fixed-response" paper and pencil test of a single dimension to a "free-response" simulation test measuring a variety of dimensions. Three of these tests had to be developed specifically for the project; the Film Test, the Word Test, and the Simulation Test. All three of the tests required the use of motion picture sequences of classroom behavior. As a consequence an early task of the project was filming classroom behavior suitable for use in a test episode.

Episode Development

Before filming was actually begun, three questions had to be answered. (1) What was the best way to proceed with the filming--by staging the episodes or by filming within a regular classroom as behavior appropriate for filming appeared? (2) Should the nature of the episodes vary with the three tests? (3) What kind of behavior should be included in the episodes?

The first issue was settled by deciding to film "naturally occurring" behavior within a "naturally structured" classroom. This decision was based upon previous experience in filming episodes within nursery schools (Schalock, 1958), the noticeable "staging effects" that tend to obtain when staged classroom situations are filmed (Kersh, 1963), and assurance by teachers and administrators of the laboratory school where the filming was to be done that presence of photographic and sound equipment would not be disruptive to the classroom situation since it was not unusual for observers and TV cameras to be in the setting. The decision, however, was probably costly in terms of technical quality of the film. Had the episodes been staged, light and sound conditions could have been improved and rehearsals used. This decision was reached because of the "obviousness" of the staging when filming has been done in staged situations by other than professionals. So far as is known, however, the pros and cons of filming in a regular classroom setting in contrast to a staged setting have never been tested thoroughly, and it would seem worthwhile that a pilot study be done to determine how classroom staging might best be done without producing cues which betray staging.[1]

In order that the major hypothesis of the study be reliably tested, there had to be some guarantee of equivalence of episodes across tests, i.e., that "equally potent" episodes appear in the Word Test, the Film Test and the Simulation Test. This was a crucial consideration since differential "pull" or "power" of episodes was demonstrated forcefully in the original version of the film test (Karuven, 1959; Carol O'Neill, 1960). For the ten episodes comprising the test (FUB) it was found that two episodes accounted for a major share of the variance within total test score.

In considering how balance might be achieved, it was first thought that factors such as class level, teacher focus on an individual child vs.

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[1] The semi-staging undertaken in filming episodes for the Simulation Test was not particularly successful in that the children did not focus directly into the camera. Also it was technically difficult to arrange a teaching situation so that the teacher was out of camera range but sufficiently close to the camera that the children's attention would be fixed relatively near to center camera.

a group of children, having the teacher present or absent in an episode, the filming of "good" teacher practices in contrast to "poor" teacher practices, etc. would have to be considered as well as content or nature of activity. It became clear, however, that balance on all of these factors would not be possible if administrative time of the tests was to be kept within reasonable limits. It appeared that the best solution to the problem, considering all of the factors involved was to choose episodes solely on the basis of content and obtain balance on other factors by means of random assignment of episodes to tests.

Episode Content

Choice of content or activity to be filmed was determined by kinds of situations most demanding of teachers in the classroom. It was felt that episodes reflecting such situations would invite item development and would be sufficiently challenging to tap the resourcefulness and capacities of student teachers in dealing with classroom activities.

Situations were identified by having classroom teachers in primary grades in selected schools in the Mid-Willamette Valley (the area in which Oregon College of Education and Oregon State University place their student teachers) keep a record for a week of all the situations that occurred that were particularly demanding of their skills and capacities as teachers. Teachers were selected from schools where student teachers were placed by the two teacher-training institutions. Characteristics such as size of school, nature of the community, educational philosophy characterizing the schools, were considered. From this analysis eleven schools were identified which were felt to be representative of the total population of schools in which student teachers taking part in the study would be placed and of Oregon schools in general.

Principals of the schools involved were asked to identify one of their most capable primary grade teachers. Teachers were asked to keep an hourly record of situations that were particularly demanding of them and to supplement this with additional incidents which they could recall. Each teacher was given a record booklet and directions for recording incidents. The directions given to teachers appear in Appendix A.

All teachers returned records, though the range and number of incidents recorded by any one teacher varied greatly. From the records, a classification scheme of "situations demanding teachers' skills and capacities" evolved. Eighteen independent classes of situations were identified tentatively from the records. These ranged from a child relating an experience or an event that was particularly fanciful to a child interfering with the functioning of the class. Also included were reference to situations where a child deliberately cheated, stole, lied or swore. The derived categories, with behavioral examples, appear as Appendix B. Examples reported in Appendix B are direct quotations taken from teacher records.

Filming Episodes

With the classes of situations as a guide, filming was undertaken at the laboratory school of Oregon College of Education. Filming was done by a professional camera crew under the direction of the project staff. The project staff members were responsible for identifying the behavior in the classroom to be filmed. All filming was done within two first-grade rooms, one second-grade room and one third-grade room, and most of it was done during the month of December, 1962. Filming was done both by sound and silent equipment.

The mechanical accompaniments to the filming process, e.g. camera, sound recorder, microphones, floodlights, camera crew and project staff seemed to have little effect on the children. Some were curious, watching or asking questions about what was going on. One or two children periodically "played" to the camera. By and large, however, the children went on about their business as if nothing unusual were taking place. It is probably accurate to say that the teachers were more sensitive to the procedure than were the children. Adaptation to the filming process occurred rather rapidly, however, and after the first few days of observation, even the teachers seemed to be quite comfortable with the process.

Considerations for Filming Classroom Behavior

By and large it was felt that successful filming can occur within the natural classroom setting. There are problems attached to such an effort, however. These center chiefly around the technical aspects of obtaining qualitatively adequate film without modifying existing classroom conditions. The single most difficult technical task is that of obtaining clear sound. Several sound recording techniques, including directional microphones, microphones placed at strategic spots in the classroom, lavalier microphones attached directly to teachers were tried, but in spite of these various efforts the sound problem was never solved to the satisfaction of the project staff. In addition to difficulties in adequately recording voices, there was the overriding problem of recording extraneous noise, particularly that coming from sliding chairs and desks in the area of microphone placement. Factors such as these resulted in film footage which contained a great deal of garbled sound track. While many of these problems could be overcome by padding desks and chairs and by asking the children to remove their shoes, such solutions might tend to reduce the spontaneity of the action and were therefore not employed. There is also the problem of lighting. Classrooms in which filming was done were well lighted naturally and artificially. The light, however, was insufficient to permit even black and white photography. Consequently, arc lights, or flood lights, were installed. The children didn't seem to be particularly bothered by these, though after a period of time under the lights squints and furrows in the foreheads were noticeable. If color photography were to be used, the candle power in the room would have to be increased considerably. The technical problems associated with these two factors suggests that for adequate sound and color photography, filming must be done in specially constructed rooms.

By the end of fall term, 1962, when filming tentatively was to have been done, over 4,000 feet of film had been exposed, two-thirds of it with sound. Useful film for project purposes was not great. Approximately three-fourths of all the film taken was of no practical use to the project. In part, this was a function of poor sound quality, but it was also a function of the inability of the professional photographers to know from the cues in the classroom that a filmworthy situation was about to develop. An attempted solution to this problem was to give the camera staff a list of behaviors that needed to be filmed, and also by having a project staff member with the photographers at all times to point to behaviors to be filmed. Even with these efforts, however, it was found that the photographers were not ready when relevant situations appeared, missed the essential focus of the behavior, or would ignore relevant features of a situation. Probably the most effective way to overcome this difficulty is to have a professional member of the research team serve as photographer.

Episode Selection

The process of episode selection began by previewing all available film. As film was viewed, each staff member independently noted episodes which appeared to be usable. At that point in the project there were no well-defined criteria by which to judge usability. After several showings episodes that appealed to two or more staff members were identified, as were criteria by which selections were made. Episodes selected and criteria of the selection were then considered by the total group. From this procedure three criteria evolved by which a judgment as to adequacy of an episode could be made. (1) Each episode had to represent an "identifiable," delimited situation or episode of behavior; however, it had to have sufficient unity and focus to guarantee that an observer of the episode would know what the episode was about and who the main characters in the episode were, although it need not have a clear-cut beginning and end. (2) Each episode, at least on the surface, had to have item potential, i.e., it had to have sufficient breadth of content, cues, etc. that a variety of items could likely be built around the episode. In making this judgment, four dimensions around which items were to be built were considered: (a) knowledge of developmental principles, (b) knowledge of the dynamics of behavior, (c) knowledge of guidance principles and (d) sensitivity to or perceptivity of the feelings and needs of people. These four dimensions evolved from the item development efforts around the initial film test (Schalock, 1958) and seemed useful as tentative guides in the present project. (3) Each episode was required to meet minimal criteria of production adequacy, that is, it must be relatively comprehensible in terms of sound and visual characteristics.

Using these three criteria, it was possible to derive thirty-two episodes of behavior from the total footage shot. This represented a salvage of approximately one-fourth of the available film. The episodes ranged in length from thirty seconds to two minutes, and were representative of 11 of the 18 classes of behavior originally identified. Three additional classes of behavior were also represented by the 32 episodes: (1) behavior that is disruptive to individual children, (2) child-child interaction that does not involve close contact, and (3) teaching techniques. Subsequently, the 14 classes of behavior represented by the 32 episodes were regrouped into six broadly based categories of child-in-classroom behavior. These categories and their definitions appear as Table 1, and will be referred to repeatedly in the report for all instrumentation revolves around them.

It will be recalled that the initial filming was intended to provide episodes for the Word Test, Film Test, and Simulation Test. Using 12 as the approximate number of episodes needed per test, it was evident that the 32 episodes tentatively derived from the film available would at best provide footage for only two of the three tests. Since the development of the Film and Word tests was more time consuming than initial development of the Simulation Test it was decided that footage for the Simulation Test would be filmed at a later time.

Table 1

Classes of Child Behavior Around Which Episodes Were Filmed

I. Noninvolvement in Group Goal: Behavior in this category has as its focus the ignoring or denial of involvement in the group goal. It may manifest itself in devotion to a personal goal or simply in non-participation, inattention, lack of interest, boredom, wandering about, etc. Behavior in this category cannot be a function of the teacher's having excluded a child from the group nor can it be essentially disruptive. Behavior of this sort is classified under one of the other categories in the system, depending on its nature.

II. Intense Social Involvement: Behavior in this category has as its focus close physical, social or emotional interaction. The child may require, seek, enjoy or simply participate in such interaction. Behavior of this sort may relate to the attainment and maintenance of friendships. It also includes attention seeking behavior.

III. Needful of Academic Help: Behavior in this category centers around the academic, content area and involves situations where a child does not understand what is expected of him, or if he does understand, he still needs help in doing it. He may require special assistance in an area of content, or instruction--reiteration of rules for example. This category also includes the giving of physical help, such as help in handling books, fastening one's coat, etc.

IV. Routine Classroom Functions: Behavior in this category involves situations such as lunches, health, accidents, play-ground activities, responsibility for belongings, manners, cleanliness, drinks, bathroom activities, clothes, etc.

V. Rule Breaking Behavior: Behavior in this category refers to cheating, stealing, lying, swearing, fighting of a light-hearted, non-conflictual nature, etc. The rule breaking may be deliberate or otherwise, and the rule may be explicit or implied. The ignoring of instructions or demands of the teacher is considered as the breaking of a rule.

VI. Conflict Behavior: Behavior in this category may pertain to child behavior in a conflict situation. It may involve a clash of wills between a child and the teacher or between two children. There must be a two-way exchange for behavior to be classified as conflict.

Final identification of usable episodes involved their extraction from the mass of film in which they were imbedded. Criteria for the selection of episodes were then applied to each episode individually, with members of the staff independently rating the episode on a three-point scale for effectiveness. These ratings were pooled, tabulated, and judged for their adequacy, with the adequacy being defined in terms of the closeness with which the individual ratings bunched at the high end of the scale and inadequacy defined in terms of the closeness with which they bunched at the lower end of the scale or scattered across the scale. From this procedure 18 episodes were identified as worthy of retention.

Since another six episodes had to be obtained if the Word and Film Tests were to receive their full complement of 12 episodes each, the remaining episodes in the initial pool were reanalyzed as to their possible usefulness. In making this judgment each of the episodes was judged as to their item potential and its overlap with other episodes. This procedure resulted in the identification of eight episodes from which to draw the six episodes needed. Since the demands for 12 episodes in the tests was an arbitrary initial estimate, and since the remaining episodes met criterion, it was decided that all eight episodes be kept, making a total of thirteen episodes in each test. Since there was the possibility that some episodes might be lost from each test in the process of test development, there appeared to be some advantage of having an "extra" episode in each test.

Two alternative procedures for assignment of episodes to tests were considered: (1) strict random assignment, or (2) establishment of equivalence of episodes followed by random assignment of equivalent episodes to one or the other test. The second alternative permitted the advantage of considering production qualities of the episodes. It had the disadvantage, however, of possible mismatching of episodes, for at best, episodes could be equated on only one or two variables. The decision was made finally to assign episodes to tests strictly on a random basis, since the purpose of the assignment was that of guaranteeing equality of episodes between the Film Test and the Word Test across all dimensions rather than primarily on the basis of production qualities.

Using a table of random numbers, nine of the eighteen first-choice episodes were assigned at random to the Word Test and nine to the Film Test. By the same procedure four of the second-choice episodes were then assigned to each test. To assure distribution within the tests of strong and weak episodes the order of the 13 episodes within each test was randomly determined.

Episode assignment was followed by analysis of content overlap between episodes and within tests. It was found that the Film Test contained two episodes which were strongly loaded with teaching technique factors and the Word Test contained two episodes which were strongly loaded on a "roughhouse" factor. On the basis of this unequal loading one of the roughhouse situations in the Word Test was exchanged for one of the teaching technique situations in the Film Test. The episodes selected for exchange were randomly chosen. Descriptions of the episodes of the two tests, including grade level, and distribution within the six behavioral categories guiding episode development appear in Appendices C and D.

Filming for the Simulation Test episodes was resumed in the months of January and February, 1963. The same procedure was followed as was followed earlier, except that for the Simulation Test some episodes were semi-structured, placing the children, camera and teacher in such a position that when filmed, the children were looking into the camera. Though near to the camera the teacher was not in camera range.

Two thousand feet of film were taken in obtaining footage for the Simulation Test, and from this it was possible to derive 12 episodes judged to be of comparable quality and involving the same dimensions as the episodes established for the Word and Film Tests. The composition of the Simulation Test by episode title, grade placement and distribution within the six behavioral categories appears in Appendix E.

Development of Items Around the Film and Word Tests

After the episodes were established for the Word and Film Tests, item development was undertaken. Since the procedure involved in this phase of the project was the same for both tests, the description applies to both.

At the time of item development little conceptual formulation had taken place. The four dimensions alluded to earlier had evolved from previous work with a film test i.e., sensitivity-perceptivity, knowledge of the developmental process, knowledge of the dynamics of behavior, and orientation to guidance or management. Beyond these rather tenuous and loosely defined factors, however, little conceptual clarification with respect to a model of the teaching process had been achieved.

Before writing items, members of the research team responsible for item development (5 persons) became well acquainted with the content of the various episodes within the Film Test[1] by watching the film repeatedly and by noting, in outline form, the salient points of each episode. When all concerned felt that they were completely familiar with the episode content, the process of item development began. Each item writer was instructed to let his imagination flow freely and to develop as large a pool of items as possible around each episode. No limits were set upon the nature or the number of items to be written. The outline of the episodes was referred to as often as desired; also, whenever needed, an episode was observed in its entirety. This procedure tended to produce some 15 to 25 items per episode by most of the item writers.

After each writer had completed the items that he was able to generate by himself around each episode, he read his items to the rest of the writing staff to get as wide a variety of thinking before the entire group as possible. In this process, when an item being read triggered in another member's thinking another item or series of items, time was taken "on-the-spot" to develop the new items. After all items were read, and whatever new items generated were added to the pool, the items from all five writers were pooled and checked for duplication by two senior staff members. Duplicate items were eliminated, and all items within the item pool were edited for gramatical correctness and commonality. The items were then submitted to a panel of experts for the establishment of the correct response for each item.

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[1] Items were written for one test at a time. The Film Test was arbitrarily chosen as the one with which to begin.

Identical procedures were followed in generating the item pool for the Word Test. For this version of the test, the item pool was developed after viewing the filmed episodes, even though respondents would be reacting to written descriptions of the episodes and would never see the film. This procedure was followed to insure some degree of commonality in the mental set of the item writers.

Items took the form of statements to which respondents were asked to agree or disagree on a five-point scale. The five positions on the response scale are defined below:

1. Strongly agree. You are confident that the statement is true; only under rare circumstances would you take exception to it.
2. Agree. You believe that the statement is essentially true, though there may be clear-cut circumstances that will lead you to take exception to it.
3. Undecided. You are uncertain whether this statement is true. Your uncertainty may be due to insufficient cues within the film, insufficient knowledge within the field, or something else that prevents you from choosing one of the other categories.
4. Disagree. You believe that the statement is essentially false, though there may be clear-cut circumstances that would lead you to accept it as true.
5. Strongly disagree. You are confident that the statement is false; only under rare circumstances would you be able to accept it as true.

After viewing an episode of behavior or reading a description of it, respondents were instructed to read the items relevant to that episode and to respond to each item by choosing one of the five categories listed above to indicate his response. The responses were made on an IBM answer sheet.

To provide the reader with an orientation to the kind of items developed in the test, a few of the items found in relation to Episode IV of the Film Test are presented below.

1. The teacher should have made Freddy take his feet off the girl's chair.
2. Freddy probably dislikes the girl who is sitting in the chair in front of him.
3. If Freddy continues bothering the girl, he should be moved.
4. It is likely that at home Freddy is never made to do anything he does not want to do.
5. Freddy is probably below average in IQ.
6. The teacher should separate any two children in conflict.

Items appearing in the Word and Film Tests appear as Appendices F and G respectively.

While the final form of the Film Test contained 192 items, with 14 of them being "filler" items, (i.e., items which were not used in determination of subjects' scores, but which were included to increase the number of items in some episodes) the original item pool was 499. The minimum number of items actually developed per episode was 30 and the maximum 48. The original pool of items for the Word Test was 652.

The final form of the Word Test contained 207 items, three of which were fillers. The fact that a larger number of items were developed in the initial item pool for the Word Test, and that a larger number of Word Test items survived the item analysis may reflect a difference in the nature, and/or quality of the items appearing in the two tests as a consequence of the experience of writing items for the Film Test first, but more likely was a function of the more familiar nature of the Word Test format.

In the development of the original item pools, the phenomenon of "episode pull" became extremely clear. Some episodes were considerably more powerful in eliciting items than others. More importantly, however, was the fact that an episode seemed to dictate the nature of items developed around it. This may have been a function of the lack of conceptual clarity, but at least within the framework of the four dimensions around which items were developed, the items were essentially "episode specific."

Assignment of Response Weights and the Development of Response Rationale

Three persons served as the panel of experts responsible for assignment of a "correct order of response" (response weights) to items and the rationale for the particular order accompanying each item. The experts included an educational psychologist, a supervisor-trainer of elementary school teachers, and a supervisory resource teacher for elementary grades in a large public school system.

Assignment of Response Weights for the Film Test

Appropriate response weights for each item were established for the Film Test by following the steps listed below. (1) The three persons serving as experts, accompanied by a member of the research staff, came together as a group to observe the filmed episodes. In this familiarization process, the entire test was shown several times, and the experts had as much time as they wished to become familiar with the nature of the items within the test. Following this process, the experts observed an episode at a time and were asked to respond systematically, and individually, to each item within each episode. After each expert had responded to the items in an episode the responses of the three experts were compared. When there was complete agreement among the three raters, the order of response for a particular item was recorded by the staff person present. This involved the identification of not only *the most correct* answer to the item, but also the next most correct answer, etc., etc., down to the least correct answer to that particular item. When there was disagreement among raters the responses to the item were discussed, along with the rationale the raters used for their particular response. If agreement could be reached upon the correct ordering of responses for an item, the responses, *as well as the rationale which supported them,* were recorded. For some items the raters were not able to reach agreement. These items were discarded. Of the 499 Film Test items submitted to the experts initially, 465 were retained. A somewhat higher percentage loss occurred with the Word Test: of the 652 submitted initially to the experts, only 542 were retained.

On the basis of this procedure there was established for each item in the total item pool a correct order of responses. For those where there had been some disagreement among raters, there was also established a statement of rationale supporting the order of answers finally established. After the item analysis was completed a rationale was established for the items retained that had had complete inter-rater agreement as to response order initially.

For the Word Test the procedure for becoming familiar with the episodes and in responding initially to the items was somewhat different. In the Film Test, this was done in a group setting. In the Word Test it was done independently at home. After completing the assignment of response weights to the Film Test items the experts were given a week in which to become familiar with and complete the Word Test. Upon completion of initial reactions to the test, the experts came together as a group and proceeded from there in exactly the same way as outlined for the Film Test.

Classification of Items Into Sub-Scales

The point has been made several times thus far that the project lacked overall conceptual clarification and direction at the onset, and as a consequence items which were developed lacked conceptual direction. This gave rise to a wide variety of items, with the principal new insight in their development being the differential pull of episodes. The structure of the items was another source of variation. Some called for predictions, some for interpretation, some focused on the behavior observed in the episodes. Still another source of variation was the focus of the items within any one episode. Some dealt with child behavior, some with teacher behavior, some with the relationship between parent and child behavior. To bring some meaning to this variety and, hopefully thereby, to facilitate the predictive process, an effort was made to establish a category system which would permit the classification of all of the items within the Word and Film tests into a meaningful category set.

A variety of foci were explored in seeking such a framework, ranging from an effort to apply directly or in modified form the dimensions around which the items were built, to a system which conceptualized the educative process as dealing with the intellectual, social-emotional and physical development of the child. All efforts along these lines, however, failed. The variety of items appearing in the tests simply defied classification into any single system that we were able to devise. After three months of frustrating and relatively futile effort along these lines, we were forced, because of time pressure, to search for some other base for category development, leaving the conceptual system relating to the teaching process until a later time.

With this decision, two approaches to category development were pursued. One centered on the nature of the behavior appearing within episodes, that is, the six classes of behavior around which the episodes were originally developed, while the other focused upon what might best be described as the physical characteristics of the items. The first step in the classification process involved the identification of the major classes of behavior represented in each episode. Classification at the time of episode development involved only a single category placement; for purposes of item classification each episode was re-classified as to its dominant behavioral loading, as well as other category loadings which might appear within the episode. This is saying in effect that the episodes involved behavior which was "multidimensional" in nature, and consequently the items appearing within an episode could revolve around one or several different classes of behavior.

In the process of item classification two new categories of classroom behavior became evident that previously were not included in the behaviors listed in Table 1. These were "Severe Behavior Problems" (Category VII) and "Teacher Traits and Teaching Techniques" (Category VIII). Behavioral categories represented in each of the episodes for the Word and Film Tests appear in Table 2. The Roman numerals in Table 2 correspond to those identified in Table 1. Category VII did not command sufficient items to permit a scale to be developed, so it was not dealt with further. Category VIII, on the other hand, commanded a large percentage of the items in the two tests, so its development was dealt with in some detail.

In developing an exhaustive category system, the necessity of a category which focuses upon teacher behavior and traits is rather obvious in view of the nature of the episodes and the nature of the items written around the episodes. For example, items like "This teacher did not seem to be interested in the reading group," or "Allowing children to do things like this will lead to the development of bad habits," relate primarily to teacher practices rather than a particular class of child behavior, although both items do tie to a class of child behavior. Because items like this existed within both tests, it was necessary to establish a category to handle them.

Table 2

Classes of Behavior Represented in Each Episode in the Word and Film Tests

Episodes	Behavioral Categories	
	Word Test	Film Test
1	I,V	VIII
2	II,IV	VIII,VI,III,II
3	IV,I	VIII
4	VIII,I	VI,VII,I
5	V,VI,I	V,III
6	I	VI,V
7	V,II,III	VIII,I,III
8	V,I	IV,V
9	VIII,III	VIII,I
10	VI,VII,I	I,II
11	II,VII	IV,II
12	IV,III	V,IV
13	VIII,I	II

One important feature of this type of item that has already been alluded to is the fact that some of the items relating to teacher behavior relate also to a class of child behavior. These were labeled as "double-loaded" items, for they carry a loading on Category [illegible] as a loading on a class of child behavior (I through VI). Other Category VIII items pertain purely to teacher traits and behavior, and these were labeled "Teacher pure" items. This distinction is elaborated more fully at a later point in the text.

A feature of Table 2 that is noteworthy is the unequal number of behavioral categories represented in each episode. Some episodes, for example 2 and 7 in the Film Test and 5, 7 and 10 in the Word Test have three and, in one case, four categories represented while others contain only a single category. There is no explanation for this other than the multidimensionality of the episodes themselves.

The second approach to category development involved a system based on the physical characteristics of the items. Two major dimensions comprise this system: the general-specific dimension and the sanction-interpretation dimension. These item dimensions evolved from the fact that some items focused upon behavior specific to the episode, e.g., "The children did not seem to be involved in the reading exercise." Others related only generally to the episode: "When a group fails to become involved it is usually necessary for a teacher to change her technique or material." Some items asked essentially for a sanctioning of behavior, e.g., "The teacher should have separated these boys as soon as they started scuffling at the table." Others asked for an interpretive judgment: "It is likely that Harry and Dick have been enemies for a long time." Each item carried a classification on each of these dimensions, providing the possibility of a four-way classification scheme: general-sanction; general-interpretation; specific-sanction; specific-interpretation.

These two category systems, that is the system based on classes of behavior represented by the episodes and that based on the physical characteristics of the items were combined. Each item in the Word and Film Tests was classified.

Items in the Word and Film Tests were assigned to categories independently by three judges. Before making the category assignments, however, the reliability of the judges in assigning category placements was determined. Ten items were selected randomly from the ten episodes in each test that did not contain Category VIII as the dominant category loading (See Table 2). This procedure provided 200 items from 20 episodes on which to demonstrate reliability of classification.

The reliability data appear in Tables 3 and 4. The formula used in computing these data was:

$$\text{Per cent Agreement} = \frac{\text{(Agreement of Rater A with Rater B and C)}}{\text{(Agreements + Disagreements of Rater A with Rater B and C)}}$$

In calculating the data, double loaded items were treated as two single category entries. If a rater chose a category different from the choice of the other two raters, then the category he chose was given one-half an error, as was the category he should have chosen. If all three individuals disagreed the same system held, except that the error was reduced to one-third of a point for each category.

If an individual added a category, that is, gave a double loading where, according to 2 out of 3 consensus none existed, then he received a full point error in that category. His fellow raters, however, did not receive a point for their agreement of no "double-loading." If an individual missed a double loading when, according to consensus there should have been one, he lost a full point on the category receiving the second loading. (Order of episode loading was not taken into account.)

From Table 3 it will be seen that the only categories in which the judges were consistently unreliable were categories III and VII. It will also be recalled that these were the two categories with the fewest items falling into them. As with all reliability data, where items frequencies are small the reliability coefficient must either be very high or very low. In this case they were low, and on this basis these two categories

Table 3

Reliability of Item Placement by Class of Child Behavior

Film Test
(100 Item Sample)

Judges	Judge A			Judge B			Judge C		
Class of Behavior	+*	-*	%**	+	-	%	+	-	%
1	21	2-1/3	90	20	1-5/6	92	17	2-5/6	86
2	3	5/6	78	4	1-5/6	69	4	3-1/3	55
3	3	1/2	86	5	1	83	4	1	80
4	14	1/3	98	20	5/6	96	13	1-1/3	91
5	15	2-1/2	86	19	1/2	97	16	2-1/2	86
6	19	3-1/6	86	17	2-2/3	86	17	4-2/3	78
7	2	1	67	3	0	100	2	2-1/2	44
8	46	11-1/3	80	51	3-1/3	94	53	1-5/6	97

Word Test
(100 Item Sample)

1	18	4-1/3	81	11	5-1/3	67	10	6-1/3	61
2	10	3-1/6	76	9	2-1/6	81	10	1-1/6	90
3	0	1-5/6	00	0	2/6	00	0	1/3	00
4	15	1-5/6	89	19	5/6	96	19	1/3	98
5	21	2-2/3	89	21	4-1/6	87	18	5-1/6	78
6	11	0	100	9	1-1/2	86	10	1	91
7	1	1-2/3	37	0	1-1/6	00	1	1-1/6	46
8	56	2-1/2	96	54	4-1/2	92	56	2-1/2	96

* = Agreement and disagreement respectively on item placement

** = Per cent agreement on item placement.

were eliminated from the category system. The data for the remaining categories, however, were taken as indicative of the ability of the judges to use them reliably. From the data reported in Table 4 it may be seen that judges were extremely reliable with the physical characteristic system.

The number of items in the Word and Film tests which fell into the various subscales identified by the combined category systems appears in Table 5. It may be seen that relatively few items fell into Categories III and VII. As a consequence it appeared that the likelihood of sufficient items surviving an item analysis was too slight to merit further consideration of these categories.

An additional system was established for the classification of the Category VIII items. It will be recalled that some of these were "teacher pure" items, that is they pertained only to teacher characteristics or behavior. The bulk of the items, however, tied also to a specific class of child behavior. These were the so-called "double-loaded" items. Since there were so many of these items, and since it was possible that the response to an item involving a teacher's behavior might vary according to the nature of the situation toward which it was directed, a category system specific to the Category VIII items was established. The categories comprising the system appear in Table 6.

Reliability between independent judges was estimated following procedures the same as those followed for the previous category systems, with the exception that only two judges were used to determine reliability. These reliability data are presented in Table 7.

Table 4

Reliability of Item Placement by Physical Characteristics of Items

	Film Test (100 Item Sample)								
Characteristics	Judge A			Judge B			Judge C		
	+*	-*	%**	+	-	%	+	-	%
Specific	68	1	99	69	0	100	68	1/2	99
General	30	1	97	31	0	100	31	1/2	98
Sanction	24	3-1/2	87	22	2	85	23	2	92
Interpretation	69	3-1/2	95	74	2	90	75	2	97

	Word Test (100 Item Sample)								
Characteristics	Judge A			Judge B			Judge C		
	+*	-*	%**	+	-	%	+	-	%
Specific	49	1/2	99	48	1	98	49	0	100
General	50	1/2	99	50	1	98	51	0	100
Sanction	21	3	88	19	3	87	22	0	100
Interpretation	73	3	96	75	3	96	78	0	100

* = Agreement and disagreement, respectively, on item placement

** = Per cent agreement on item placement

Table 5

Distribution of Items by Tests into Sub-Scales

Word Test

Category I				Category II				Category III				Category IV			
Sanc.		Int.		Sanc.		Int.		Sanc.		Int.		Sanc.		Int.	
S*	G**	S	G	S	G	S	G	S	G	S	G	S	G	S	G
0	0	33	20	1	0	41	12	0	0	5	1	1	0	14	31
0		53		1		53		0		6		1		45	
53				54				6				46			

Category V				Category VI				Category VII				Category VIII			
Sanc.		Int.		Sanc.		Int.		Sanc.		Int.		Sanc.		Int.	
S	G	S	G	S	G	S	G	S	G	S	G	S	G	S	G
0	0	28	36	3	14	43	50	0	0	15	7	63	42	30	44
0		64		17		92		0		22		105		83	
64				110				22				188			

* = Specific

** = General

Table 5 (Cont'd.)

Distribution of Items by Tests into Sub-Scales

Film Test

Category I				Category II				Category III				Category IV			
Sanc.		Int.		Sanc.		Int.		Sanc.		Int.		Sanc.		Int.	
S	G	S	G	S	G	S	G	S	G	S	G	S	G	S	G
0	0	29	9	0	1	30	10	0	0	3	1	1	1	10	11
0		38		1		40		0		4		2		21	
38				41				4				23			

Category V				Category VI				Category VII				Category VIII			
Sanc.		Int.		Sanc.		Int.		Sanc.		Int.		Sanc.		Int.	
S	G	S	G	S	G	S	G	S	G	S	G	S	G	S	G
0	0	30	20	11	2	50	24	0	0	28	14	61	30	44	25
0		50		13		74		0		42		91		69	
50				87				42				160			

Table 6

Sub-scales within the Category VIII Coding System

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1. Teacher Philosophy: Pertains to beliefs, assumptions, reasoning, etc. as it is reflected in:
    - a) Choice of activity
    - b) Choice of procedures for the presentation of materials
    - c) Provision of structure (physical or psychological) for the class or individuals within it.
    - d) Response to a child's deviation from expectation
2. Teacher Traits or Characteristics
3. Teacher Approach: Pertains to action or behavior (in contrast to 1 above) around:
    - a) Choice of activity
    - b) Choice of procedures for the presentation of materials
    - c) Provision of structure (physical or psychological) for the class or individuals within it.
    - d) Response to a child's deviation from expectation

Table 7

Per cent of Agreement and Item Frequency in Revised Category VIII For Word and Film Test

Category	Per cent of Agreement		Item Frequency	
	Film Test	Word Test	Film Test	Word Test
1a	33	37	5	14
1b	53	65	58	109
1c	55	43	16	11
1d	40	46	7	10
2	70	53	44	44
3a	13	26	4	6
3b	51	51	48	45
3c	76	70	65	52
3d	62	35	20	7

It may be seen that per cent of agreement was extremely low for item placement in categories 1a and 3a, and generally low for the entire system. Nevertheless, the system was maintained. Small frequencies in categories 1a and 3a plus logical basis for combining these categories with 1b and 3b, prompted the investigators to combine the categories, forming two composite categories, 1 ab and 3 ab.

Item Analysis

Items from both tests were submitted to a stringent item analysis. The responses of experienced primary level teachers from schools representative of those in which the student teachers in the project would be teaching provided the data for the analysis. Eighty-eight teachers from five school districts cooperated in this phase of the project. While the teachers from two of the districts were under pressure from their superintendent to take part in the research, those from other districts were free to participate as they chose.

Item analysis strategies for tests in the achievement, intelligence or aptitude areas typically employ two types of indices; a discrimination index and an index of difficulty, while those in the affective domain usually employ just a discrimination index. Since the Word and Film Tests are more nearly representative of an attitude or personality inventory, only an index of discrimination was used in the selection of items for the final versions of these two tests.

Discrimination indices used in item analysis studies generally represent the relationship between responses to an individual item and total test score. In the usual paper-and-pencil test in which there is a clear-cut distinction between a right or wrong response, the discrimination index is found by computing the biserial or point-biserial correlation between item response and total. The distinction made between the use of biserial and point-biserial correlation techniques is based upon assumptions about the dichotomy of rightness and wrongness in the response to individual items. For most purposes, assumptions about dichotomy lead researchers to lean toward the point-biserial correlation technique.

In this project it was not wholly satisfactory to use either form of serial correlation since the responses to the test were not scored on a right-wrong basis, but were instead scored along a "quasi" continuum. By making the assumption that the range of responses to an individual item of one through five (strongly agree to strongly disagree) represent a continuum characteristic, the discrimination index was computed through the use of a Pearson product-moment correlation coefficient.

The variety of sub-scale classifications within the items comprising the Word and Film tests created complexity within the item analysis procedure, for it meant that in both the Word and Film tests a minimum of five separate discrimination indices had to be computed for each item. Each item was placed within one of the behavioral categories. Within each behavioral category an item was classified as either general or specific and additionally as either sanctioning or interpretive. For example an item could be a sanctioning item of a general nature within Category I. For such an item, discrimination indices were computed for total score, Category I score, general score, sanction score and general-sanction score. In the case of double-loaded items, five additional indices were computed.

In many instances, the combined sub-scale scores, that is the specific-sanction score, the specific-interpretation score, etc., contained so few items that spurious fluxuation occurred within the discrimination indices. In the selection of items for the final form of the tests, therefore, attention was paid only to the six major category loadings: total test score, total category score, and scores for the specific, general, sanction and interpretation scales.

Computation of the myriad discrimination indices was aided by a locally prepared program written for the IBM 1620 or IBM 7094 computers.

Only items which correlated above .25 and consistently across three of the four criterion measures were considered appropriate for retention in the final test scales. Using this criterion many of the categories or sub-categories within the three classification systems did not have sufficient items survive to permit a scale to be developed around them. Items that did survive the correct order of response, and discrimination indices appear as Appendices F and G. The Word and Film tests in their final form appear as Appendices H and I respectively.[1]

Development of the Simulation Test

The technology of simulation is only now finding its way into the field of education. Taking a cue from military training programs, Kersh developed simulation techniques applicable to teacher education. In his use of the methodology, simulation refers to a procedure whereby students learn through experiencing and practicing in life-like situations. The "realness" of the situations is created through sound motion pictures, multiple projection techniques, and special electro-mechanical devices. Kersh (1963, p. 3) applies these procedures to the training of student teachers in the following way:

> "Filmed 'problem sequences' of actual classroom situations are presented to the student teacher in the Classroom Simulator and the student is requested to react to each in the way he considers most appropriate. Depending on the reaction of the student teacher, the supervisor selects and projects one of two alternative 'feedback sequences' which are short films showing the pupils reacting in different ways. The guiding principle is to reinforce any change in the desired direction by shifting to one of the more rewarding feedback sequences, or by using the alternative version to make the student teacher aware of the way the pupils may behave when they are treated in a way that is considered undesirable or ineffective.

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[1] Anyone interested in obtaining a listing of the items that appeared in the initial item pools, their sub-scale placement and their respective sub-scale correlations, can do so by writing Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oregon.

Since the training factor (i.e., the "feedback sequences") is not relevant to the present study, only the problem sequence aspect of the methodology was used.

As indicated previously, the development of the Simulation Test followed a much different pattern than did the development of the Film and Word tests. Since the response to the Simulation Test is made directly to the episodes, i.e., respondents react as if they were actually teachers in the classroom, there was nothing in the developmental history of the Simulation Test to correspond exactly with the item development phase of the Word and Film tests. There were some similarities in the two procedures, however. For example, experts established the correct order of response to the items in the Film and Word tests and in the Simulation Test they were also used to establish the "degree of correctness" of alternative responses to each episode. The various steps in the development of the Simulation Test are reviewed below.

After the episodes had been established for the simulator, two additional steps were undertaken to ready the test for administration: (1) the preparation of an introductory film and narration to the children observed in the various episodes in the test, and (2) the preparation of a cumulative record folder for each child appearing in a major role in the episodes. The cumulative records were given to respondents sufficiently in advance of testing to permit them to become familiar with the background and characteristics of children they would observe on film. A picture of the various children appearing in the Simulation Test was also included in the cumulative folder. Both of these efforts, i.e., the provision of an introductory film, with comments, and the provision of a cumulative record folder were designed to provide respondents with enough information about the children in the situation that they could respond meaningfully.

Comments accompanying the film (they were on the sound track) were essentially shortened versions of the comments appearing in the cumulative folders. These introductory comments essentially reiterated the knowledge that the respondent had of the children from reading the cumulative records, and, hopefully helped the respondent attach this information to a child in a lifelike situation. A copy of the comments that appear in this introductory film appear as Appendix J. The cumulative folder, along with the picture of the children, appears as Appendix K.

In spite of the elaborate accompaniments to the test, and the generally unfamiliar task of the respondents, administration of the Simulation Test was not particularly complex. After the cumulative folder had been studied by the respondent, the instructions presented in Appendix L were read. This explanation was then followed by a demonstration of an actual response to a sample episode. This demonstration is described in Appendix N.

After the demonstration, the person administering the test points out that the response made was only one of many possible responses to that particular episode, and asked the group for examples of alternative ways of responding. If no alternatives are offered by those in the group other possibilities are given by the testor.

This completed the preparatory activities. Time was then taken to clarify any questions. When this had been done the test-taking procedures were once again reviewed, the setting for the first epidode that the respondents will see after the introductory statement on the film was read (The settings are described in Appendix O.) and the test begun. No time limit was set for response to episodes.

There are several aspects of the administration of the Simulation Test that are worthy of note. First there is the factor of the group-written response mode in contrast to the individual oral mode that Kersh used. In Kersh's work there is need to provide feedback to the respondent, and to do this one has to be able to respond to him individually. In the present project feedback was not necessary, and since a relatively larger number of subjects were involved the possible economy of a group-written administration was inviting.

In considering the question of individual oral vs. group-written response modes the work of Eron and Ritter (1951), Metzner and Mann (1952), Lindzey and Heinemann (1955), and Pine (1956), was relevant. These authors demonstrated that written responses to open-end questionnaires and projective tests provide data as adequate in content and form as data derived through individual oral means. Since the Simulation Test has much in common with traditional projective instruments, it seemed likely that the group-written procedure would also be appropriate to it. However, since the test involved elements not found in paper-and-pencil tests, a study was made to compare the two procedures as they apply to simulation techniques specifically (Beal, 1964).

In Beal's study the individual-oral procedure involved one group of subjects responding individually and orally, and another group of subjects providing written responses in a group situation. The subjects for the study were 34 women majoring in elementary education at Oregon College of Education matched on the basis of age and years of teaching experience.

In each of the two test procedures, the subjects responded to 11 of the filmed episodes that Kersh established for his simulation procedure. The same procedure was used in administering the test as that described previously, including the response to the questions asked about each episode. Individual oral responses were tape recorded and subsequently transcribed for content analysis.

Five comparative analyses were run on the data: (1) the number of words elicited by each method, (2) the point in the episode (time) at which the subject responded, (3) the degree of involvement in the response, (4) the homogeneity of content in the response, and (5) the consistency between the rationale given for a response and the response itself.

In general, the results of the analyses indicated that the two methods of test procedure elicited comparable data. On this basis the decision was made to use the group-written procedure with the simulation procedure in the present study.

The second factor in the administrative procedure of the Simulation Test that bears mentioning is the use of the stop watch. Two features of this procedure bear comment: (1) the importance of having a record of the time at which the respondent chose to respond to an episode and (2) the difficulties involved in obtaining a time measure when using a group-written procedure. With respect to the first issue, a measure of time was included as part of the data because of the significance of the element of timing in the teaching situation. By obtaining a record of the point in the episode at which a testee chose to respond we hoped to tap some sense of timing, or lack of it, on the part of student teachers. As indicated in the directions that accompanied the administration of the test, some episodes demanded rather immediate attention while others required a "wait-and-see" attitude. The choice of when to respond was an individual matter.

Obtaining a measure of time in a group-written setting offers some complications. The problem evolves around the factor of behavioral contagion. In thinking about this problem we were concerned that when one person in the group"clicked" the stop watch, thereby indicating that he had entered the situation, others might follow suit — not because they were ready to enter the situation but because someone else had entered it. Beal tested this hypothesis, and found that there was no evidence of the behavioral contagion phenomenon in her study. A second problem associated with the use of a stop watch in a group setting revolved around the question of whether the respondent would cease looking at the episode when they stopped their watch, or whether they would continue to watch as the episode continued, even though they had indicated by stopping the watch that they would have entered the situation at that point. There was no way to systematically determine whether this in fact happened, but casual observation of those taking the test indicated that it did not. In the individual oral situation the administrator controlled how much of the episode the respondent would see after she chose to enter it.

A third factor in the administration of the Simulation Test that is worthy of note is the inclusion of questions about the rationale underlying the response as part of the test. This procedure again varies from that followed by Kersh, but in the present study it seemed particularly desirable since it was likely that knowing the reasoning of the respondents for their particular response would provide an increased base from which to predict their classroom behavior.

The test required 90 to 105 minutes to administer. Since the respondent was writing for the bulk of this time, fatigue became a possible factor in test administration. No systematic effort was undertaken, however, to control for or reduce this factor.

The scoring system that was developed for the evaluation of the simulation data involved the use of expert judgment, and gave rise essentially to an "adequacy of response score." The system was developed in much the same way that the response weights to the Word and Film test items were established. The same three experts viewed the Simulation Test, and after becoming familiar with the content of the episodes were asked to respond independently to each episode as though they were, in fact, respondents. They then compared their responses for their similarity and differences. In this initial comparison, discussion centered around the focus of the response, the action taken in the response, and its timing. Out of this discussion, agreement was reached as to what constituted an APPROPRIATE response to each episode, an ADEQUATE response, and an INAPPROPRIATE response. In arriving at criteria by which a response could be judged for its appropriateness, the following factors were considered. (1) Was the situation such that it demanded a response, or was it such that the most appropriate response was no response at all? (2) Was there within the episode a child or situation, or several situations, which were needful of a response? (3) What constituted the most appropriate response to the situation portrayed in the episode? The judges were asked to answer this in terms of a "range" of responses, and also provide a listing of responses which would be judged most appropriate, acceptable and inappropriate. These criteria appear as Appendix P.

The time factor was also taken into account by the experts in determining the appropriateness or inappropriateness of a response. For each episode the experts determined the time most appropriate to enter the episode and if the respondent entered the episode at approximately that time, she was given a bonus value for her response. If she responded before or after the appropriate time range she was given a penalty value. In calculating the total adequacy score for the simulator response, the penalty or bonus value derived from the timing factor was added, or subtracted as the case may be, from her adequacy score.

The accuracy (reliability) with which independent raters were able to assign adequacy of response measures to the simulator data was determined by having two judges, working independently, classify 440 episode responses. In comparing their ratings it was found that they agreed completely on 326 of the 440 classifications, providing a per cent agreement score of 74. Of the 114 classifications on which there was initial disagreement, all but 26 of the disagreements were resolved by discussion between the two raters. Recalculating reliability on the basis of the 26 disagreements a per cent of agreement score of 94 was reached. On the basis of these data it was concluded that the evaluative criteria established by the experts for the judgment of the adequacy of the responses to the simulator were sufficiently defined to permit independent raters to use them reliably.

Although the simulation data were treated much as one treats observational or content analysis data so far as reliability was concerned, a split-half reliability coefficient was computed for the response adequacy measure. The basis for establishing the split-halves was the assignment of episodes, by the category of behavior around which they centered, into two halves. Since categories 1, 2, 3, 5 and 6 were each represented by two episodes within the test, the division of episodes was accomplished rather simply. The eleventh episode, an episode which focused around Category 4 behavior, was not included in the split-half calculation. The uncorrected reliability coefficient was .17. This of course is extremely low, but in a sense it was expected. While there is some basis to assume that scores on episodes which load on the same class of child behavior would be responded to similarly, there was sufficient difference in the nature of the behavior within two episodes carrying the same classification that the likelihood was great that the responses to the two episodes would be relatively unrelated to each other. This interpretation rests again upon the evidence gained throughout the test development experience that suggests the uniqueness and power of episode behavior. On the basis of this rationale, the low reliability demonstrated was not taken as indicative of a weakness in the test.

The Minnesota Teacher Attitude Inventory:

Of the four measures being tested in this study, the MTAI is the only one that did not have to be developed. This is a paper-and-pencil test representing the simplest stimulus mode in the predictive scheme. It is designed to predict the social-emotional climate that a teacher will maintain in her classroom (Cook & Leeds, 1947; Cook, Leeds & Callis, 1951; Leeds, 1950), though recently it has been studied as a predictor of over-all teacher ability (Day, 1959; Standlee & Popham, 1959). While the evidence of its effectiveness in either task isn't particularly impressive, it does seem to be the most widely used predictor of its kind.

The rationale underlying the MTAI is that the attitudes a teacher holds toward her pupils and their behavior may reflect personality characteristics that relate closely to teacher-pupil relationships. Form A of the inventory consists of 150 opinion statements about the nature and behavior of children. By circling a number from 1 through 5, the examinee expresses the degree of his agreement or disagreement with the opinion statement. The items have had sound development and split-half reliability measures range around .90. While recent studies by Scott and Brinkley (1960), Day (1959), and Stein & Hardy (1957) have failed to support the validity of the scale at either the predictive or concurrent level, two independent validity checks (Cook, Leeds & Callis, 1951; Leeds, 1952) have yielded validity coefficients of .60 and .63 respectively.

To accomplish the basic objectives of the study the Word Test, Film Test, and Simulation Test were developed and refined. In the next chapter development of an observation system appropriate for use as criterion measurement is discussed.

Chapter III

The Criterion Measure

In order to provide a more rigid test of the basic hypothesis, it was decided to use as criterion performance specific behavioral measures instead of more typically used global measures of teaching success. To this end systematic observational procedures were sought to replace performance ratings which have plagued the field of research on teacher effectiveness.

Initially the observational system developed by Marie Hughes at the University of Utah (1959) was considered. Hughes' system was relatively detailed, was related closely to operational definitions of teaching behavior and appeared to possess an orientation to the educative process similar to that held by the authors. As the project progressed and the conceptual framework for it evolved, however, it became clear that Hughes' system would not provide measures of behavior appropriate for this study. There were several reasons for this: (1) Categories used in the Hughes system did not seem to focus on the variables of teacher behavior identified in the new conceptualization of the teaching process. (2) The Hughes system was not operational for systematic observational purposes. Instead the categories were used to analyze content of written descriptions of classroom behavior. Adaptation of the system to observational methodology would have been extremely time consuming. (3) More significantly, perhaps, the Hughes system was not specifically sensitive to behavior of children, emphasizing instead various aspects of teacher behavior.

It is a fundamental axiom of human social interaction that behaviors of people involved in interaction are inseparably interrelated, i.e., the behavior of one person toward another is necessarily a function of the behavior of the other person and vice versa. Similarly with teacher-child interaction, a teacher's behavior toward a child cannot be considered independently of the child's behavior. It is linked to the nature of child behavior to which the teacher is responding. It is not enough, for example, to know that teacher A is more restrictive than teacher B. To be able to understand and appreciate a teacher's behavior one has to know what teacher A and teacher B are restrictive about. Some teachers may see as demanding of change a situation in which a child is ignoring the ongoing classroom activity, while other teachers may view such behavior as perfectly permissible, believing that the child will return to the activity when it has meaning for him. The same teachers might respond quite differently to children arguing or in conflict, or to children who deliberately break well-established rules. To understand, appreciate, or interpret teacher behavior, therefore, the behavior must be considered contextually with the behavior to which it is a response. This point of view calls for an observational system that takes specific child behaviors, as well as teacher behaviors into account. This is something which the Hughes system does not do.

Other known systems were also studied in an effort to find an acceptable criterion measure. Most inviting of the remaining alternatives was the system developed by Flanders (1960). Unfortunately, while his system was "operationalized" for systematic observation, its focus was primarily that of subject-matter content. This was in contrast to the management and interpersonal focus that characterized the present project. The

Flanders system possessed two additional shortcomings: (1) it was dependent almost entirely upon verbal behavior and (2) it was sensitive to child behavior in only an approximate way, i.e., only recordings of whether the child initiates, or responds, or no possible determinations are made.

Because other systems (See Medley & Mitzel, 1963) seemed to be similarly lacking in one aspect or another, development of a system specific to the conceptual aspects of the project was undertaken. In this effort it was hoped that, at least in part, the limitations of grossness of categories, dependence upon verbal cues, and independence of child behavior that characterize existing systems would be overcome.

In its final form the criterion measure developed involved the use of preconceived category sets ammenable to systematic observation procedures. These data were supplemented by rating scales. Category sets were developed for the measurement of specific interactive behavior between teacher and child. Rating scales were used to assess some of the more global qualities of the teacher or the situation. Use of the category system provided a record of each interactive exchange of the teacher with a child or group of children.

Interaction was conceptualized as following essentially a stimulus-response paradigm, where a stimulus (cue, demand) might or might not be responded to and a response might or might not serve as an invitation (stimulus) to a further response. The basic model for observation was a three-stage interaction sequence: (1) a stimulus (demand situation) operating upon the teacher within the classroom setting, (2) a response (or lack of response) of the teacher to the demand situation, and (3) the response of a child or group of children to the teacher's response. With this model behaviors of the teacher could be related explicitly to behaviors of children in her class. In turn some child behavior could be related to behaviors of the teacher. The model also permitted recording of interaction between teacher and child that continued over time, i.e., where there were more than three exchanges in the interaction sequence.

Much teacher behavior in classrooms, however, is not tied specifically to behaviors of a child or group of children, at least not in the sense of its being a response to it. A teacher frequently initiates interaction in the classroom independent of behaviors of the class, for example, when she gives instructions or directions for an assignment, when she reads, when she is querying about a story just read, etc. Since a large percentage of teacher behavior occurs under such circumstances, it was necessary that the recording system be sensitive to interactions of this sort, which had no direct tie to behaviors of a child or group of children.

To this end classroom interaction was conceptualized in terms of three "flow patterns," and the basic three-stage recording model was utilized in them. These flow patterns were:

1. Flow Pattern I. The teacher initiates the interaction. Here, so far as the observer is able to determine, there are no immediate cues within the situation which can be identified as stimuli inviting responses on the part of the teacher. The stimulus to respond seemingly comes from within the teacher. In terms of the three-stage observational model, recording is characterized by (1) a demand (cue) situation not being present, (2) by the teacher initiating interaction, and (3) by a child

or children responding to the teacher's initiation.

2. Flow Pattern II. The teacher opens the interaction, but her behavior is a response to a child or situation in the classroom. Here the teacher also initiates the interaction, but in contrast to Flow Pattern I, there are stimuli operating within the situation which initiate her response and which are of sufficient strength to be observable. In terms of the three-stage observation model recording in this flow pattern is characterized by (1) a demand situation being present (categorized in terms of a class of child behavior), followed by (2) a teacher response or lack of response to the situation, followed by (3) the child's response.

Because there are many stimuli operating within the classroom that do not come to the teacher's awareness, or that she chooses to ignore, a special recording procedure had to be added to the recording in Flow Pattern II. When a stimulus situation is operating with such intensity that the observer can comfortably judge that the teacher cannot help but be aware of it, her behavior is judged as ignoring.

3. Flow Pattern III. A child initiates interaction. Here the demand situation is clear and direct. It usually occurs in the form of a statement or a question on the part of a child, but may be characterized by a hand in the air, a child approaching a teacher with book in hand, etc. In this circumstance the teacher may again choose to respond or not to respond. In terms of the three-stage observation model, recording in this flow pattern is characterized by (1) a demand situation being present in the form of a child initiation (categorized in terms of a class of child behavior), followed by (2) a teacher response or lack

of response, followed by (3) the child's response.

In order to record the interaction occurring within the classroom, three major category sets were developed. One involved the classification of the stimulus conditions operating within the classroom, defined in terms of classes of child behavior. One involved the classification of teacher behavior, both as initiation of interaction and as response to it. One involved the classification of child behavior as response to teacher behavior. These category sets are outlined in Tables 8 and 9, and with recording procedures are reported in detail in Appendix Q.

Table 8

Classes of Child Behavior as Stimulus Conditions
and Child Response Behavior

Category Set 1:

Classes of Child Behavior as
Stimulus Conditions

1. Ignoring of group goal
2. Intense social involvement
3. Needful of academic help
4. Routine classroom functions
5. Rule breaking behavior
6. Conflict behavior

Category Set 3:

Child Response Behavior

a Acceptance
  au Unqualified Acceptance
  ag Qualified Acceptance
t Tending
i Exchange of Information
pp Postpones
ig Ignores
r Rejection
  ru Unqualified Rejection
  rg Qualified Rejection

Table 9

Category Set 2: Teacher Behavior

R	Judges behavior worthy of reward
Ru	Unqualified reward
Rq	Qualified reward
T	Tending
I	Exchange of information
D	Directing (non subject matter)
S	Structuring (subject matter)
Sg	Direction giving (who, what, where, when)
Sh	Explaining (how)
Si	Information giving
Sc	Correcting
Pp	Postpones
Ig	Ignores
C	Judges behavior worthy of change
cu	Attempts change with unqualified power
cq	Attempts change with qualified power
pers	Attempts change through persuasion or suggestion

While the categories listed in Tables 8 and 9 are without definition, their titles are sufficiently descriptive as to permit some discussion of them. It will be noted, for example, that the same six classes of child behavior that played such a dominant role in the construction of Word, Film, and Simulation tests appear here as well. These are the categories used to identify the initiation of interaction on the part of a child, and appear as the first entry in the recording of either Flow Pattern II or Flow Pattern III interaction. These are the classes of behavior to which teacher behavior is tied. It will also be noted from these tables that the Teacher Behavior Categories and the Child Response Categories are similar, except for the Structuring Categories within the teacher set. These are the categories of behavior designed to measure performance in relation to subject matter content. In contrast to the child categories some of the teacher behavior categories may be used as measures of either response or initiation.

Affect and Intensity ratings accompany the recording of each category of behavior in the system. This represents an effort to obtain a measure of the feeling tone and/or intensity of the interaction. There are four affect measures: (1) warmth, intensity, exhuberance; (2) distance, aloofness, hostility; (3) upset, concern, anxiety; and (4) neutrality, or a lack of any of the above. There are three levels of intensity: low, moderate and high. The rating is always made relative to the intensity of the situation in the classroom at the time. An illustration of the application of the category systems within the three-stage recording model appears in Table 10.

In addition to the category sets nine rating scales were developed to measure some of the more general characteristics of teacher behavior. These were adapted from the scales developed by Schalock and O'Neil (1961) in relation to parent child interaction, and include measures of (1) Tolerance for Changeworthy Behavior, (2) Warmth, (3) Respect for the Individuality of Children, (4) Comfortableness, (5) Intellectuality, (6) Consistency, (7) Tempo, (8) Organization and (9) Harmony. All are rated on a five-point scale. The scales and their definitions appear as Appendix R.

Data became available from the criterion measures in the form of category frequency counts and ratings. They also are identified, as to who initiates what kind of behavior, and what the response to it was! Thus it becomes possible to determine not only the frequency with which

Table 10

Illustrations of Category Usage Within the Three-Stage Recording Model

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Flow Pattern I

Example: T: (To a child standing, looking out a window) "It's raining hard isn't it?"

C: "Uh huh."

"/I → /t

Example: T: (To the class) "All right children, take out your books and get ready to read."

C: Take out books with much gusto and ready desks for reading.

"/sgx/au$_2$

Flow Pattern II

Example: T: (Turns from working with a small group and says) "Johnny! I asked you to be quiet!"

C: Smiles, and returns to his desk from where he was standing, talking rather loudly with two other boys.

5_2/Cqe$_2$/u

Example: T: Ignores a child who comes to her holding a book in his hand. The teacher is involved at that moment with another child at her desk.

C: Passively stands and waits for the teacher to finish with the other child.

3/Ig/au

Flow Pattern III

Example: C: Comes up to the teacher and says: "I don't understand how to do this problem."

T: "This is how.", and proceeds to demonstrate.

C: Simply watches and when teacher is through returns to seat without acknowledgment or expression.

3_2/Sh/t

a teacher responds to children with power, or ignores an initiation, or gives help, but it is also possible to determine the kind or class of behavior that elicit such responses. It is also possible to identify such factors as the role the teacher tends to play in the classroom. For example, whether she tends to be the center of things through lecturing, structuring, directing, etc., or whether she lets the children assume the more active role, whether the children tend to initiate interaction with her or avoid her, and what kinds of behavior she tends to reward, punish or ignore may be identified.

In addition to this kind of information the system also provides a measure of the affective orientation of a teacher. Each interaction of teacher and child is labeled for its affective qualities. The affective rating includes a directional measure and an intensity measure and from it one is able to determine the general affective orientation of a teacher, what kinds of behavior on the part of children produce what kinds of affect, the kinds of affect created in children by a teacher, etc. The rating scale data tend to support and extend the basic data obtained through the direct behavioral measures.

This discussion has been intended to provide only a most limited picture of the nature of the observational system and the nature of the data coming from it. The criterion measures per se are described in detail in a later chapter as are reliability data. For those wishing the details of the system, including definitions, recording procedure and the like, it is included in its entirety as Appendix Q. The relationships of predictive and criterion measures to the educative process is the focus of the next chapter.

Chapter IV

Evolution of a Model of Teaching Behavior

As reflected in previous chapters, the project was entered with a commitment to the necessity of relating predictor and criterion measures to some model of teaching behavior; however, as the project developed and purusal of research literature progressed, it was found that with the exception of the effort by Hughes no conceptual models of the teaching process that dealt with the specific features of teacher behavior (e.g., teacher-child interaction) which were of interest, were identified. Sufficient time to develop such a model before the predictor and criterion measures were established was not available and as a result, both types of measures suffered.

It has been pointed out, however, that the project was entered with some preconceived, though unarticulated, notions about the significant variables within the teaching process. For example, when developing items for the predictive instruments, factors such as (1) knowledge of developmental principles, (2) knowledge of the dynamics of behavior, (3) knowledge of guidance principles, and (4) perceptivity and sensitivity guided the writing process. Development of the criterion measure was influenced by a composite of the work of Hughes (1959) and Flanders (1960), (whose systems the investigators did not wish to adopt as they stood) and the work of Moustakas, Sigel and Schalock (1956) and Schalock and O'Neil (1961). Unfortunately, none of these readily fit a logically consistent model which had relevance to the task at hand.

Various conceptual schemes were applied to the classification of items within the predictive tests and the dimensions within the criterion measure during the duration of the project and from these efforts a model of the teaching process began to evolve. While it was too late for a model to influence the development of the basic structure of either the predictor or the criterion measures, it seemed that such a model might still serve a valuable function as guide to subscale derivation in the predictive measures and to the development of composite measures from the original criterion data. To these ends clarification of the model was undertaken with the hope that such an effort might contribute to the field of education in general.

A Model of Teaching Behavior

Recently Gage (1963) suggested four alternative ways to analyze the concept of teaching: (1) consider types of teacher activities, (2) consider types of educational objectives, (3) consider components of the learning process, assuming that teaching is the obverse of learning, and (4) consider families of learning theory, assuming that teaching is the procedure whereby experience can be structured in such a way that learning occurs via the principles of learning. Although Gage illustrates how the four points of view could be incorporated into a single analysis the approach is complex and seems to miss the heart of the matter.

As a general framework from which to view teacher behavior, the model developed by Ryans (1963) seemed preferable. Ryans' is an information-system conception of instruction which draws from general systems theory, information theory, and Sear's (1951) conception of dyadic interaction. Ryans focuses primarily on the teacher as a decision maker or an information-processing system which receives information, evaluates it, makes decisions on the basis of it, encodes it as messages for students and then transmits the messages through appropriate communication channels to students. In his model, Ryans conceptualizes teacher behavior as being influenced by two classes of inputs: (1) inputs in the form of behavior capabilities and/or characteristics of the teacher herself and (2) inputs from the external environment. At the level of internal information inputs (processing capabilities of the teacher) Ryans lists such things as physical characteristics, general capabilities, specific abilities and capacities, teaching styles, affective sets, and available knowledge. The variables he lists under the external inputs include teaching objectives, behavior to be learned, teaching aids, student behavior, administrative policies, and cultural influences. According to Ryans' model internal and external information inputs interact in some fashion within the teacher's cranium with whatever information is available from or about a situation until a decision is reached. The outcome of the decision is the teacher's behavior towards students.

In describing the manner in which behavior of the teacher is dependent upon use of pupil behavior as feedback, Ryans stated (1963, p. 33):

> ". . .the teacher as an open system and teacher behavior as an output of the teacher system is modifiable by the influence of its effects. Both teacher behavior itself and pupil behavior following teacher behavior provide feedback inputs which regulate, control and modify subsequent teacher information processing."

The significance of Ryans' conceptual efforts for the present project is in his attempts to identify major classes of variables which operate to produce teacher behavior and which consequently must necessarily be considered in attempts to predict teacher behavior. His was an excellent model against which to check the relevance and exhaustiveness of the variables included in a particular prediction scheme such as accomplished by this project.

Ryans indicated that it will probably never be possible to predict behavior of teachers because of variable complexity and specificity of interactions which arise from the data processing options available to her. While this may be true, it remains as an empirical question. The assumption of the present project is that there are certain of the internal information inputs which are sufficiently powerful in shaping behavior that a significant proportion of variance in teacher behavior can be accounted for by knowing the nature of these internal information inputs. This does not deny the significance of external conditions, however, and any serious long-term effort to account for teacher behavior in situation must systematically take into account such factors as the nature of the group with which she is interacting, and teaching objectives.

A major weakness in Ryans' scheme is his conceptualization of classes or aspects of teacher behavior. He suggests that teaching behavior in general tends to fall into five categories: (1) motivating-reinforcing, (2) presenting-explaining-demonstrating, (3) organizing-planning-managing, (4) evaluating, and (5) counseling-advising. Here he has fallen into the same conceptual trap that so many of the workers in the field have fallen, e.g., assigning to the teaching function extremely gross, descriptive categories which are totally independent of the kind of subject matter to which the teacher is attending, or the kind of outcomes for which the teacher is striving. Gage made the same error. When describing types of teacher activities he listed such things as explaining activities, mental hygiene activities, demonstrating activities, guidance activities, and the like. In a sense, the classes of teaching behavior identified by Ryans and Gage deny the potency of some external information inputs that Ryans himself identified as significant, e.g., teaching objectives and behavior to be learned.

Putting Ryans' analysis of the teaching process into a dependent-independent variable framework, it can be said that his analysis of the independent variables in the scheme is excellent, but his analysis of the dependent variables is weak. Strength in conceptualizing the dependent variables in the teaching process is to be found in the work of Hilda Taba (Taba & Elzey, 1963; Taba, 1964).

Taba's work is primarily in the area of cognitive development, focusing especially on the teaching strategies that are relevant to the development of the various dimensions of cognition. Taba's position is that teaching is a much more complex process than we have been willing to recognize in the past and that in order to tap its complexity three steps are necessary. (1) We must identify the major functions of the educative process, e.g., cognitive development, management, or the development of sound emotional behavior. (2) We must specify carefully the discrete elements or dimensions within each of these major functions. (3) We must establish specific teaching strategies for each of the dimensions within each of the functions. Throughout these steps, Taba would argue that close attention must be paid to developmental theory, empirical data in fields related to learning and the developmental process, and transactional processes between students and the teacher. She would argue that it is only in this way that we will be able to develop the rigorous conceptual scheme needed to advance the field.

Following Taba's suggestion, major functions of the educative process are postulated. At the broadest possible level these are conceived to be development of cognitive skills, development of social skills, development of physical skills and physical well-being, and development of emotional well-being. In addition to the major business of education, a teacher must perform a number of additional activities, e.g., order-keeping, record-keeping, curriculum-planning, testing and evaluation. Of these various activities that of order-keeping or management is probably the most crucial for it provides the means whereby conditions for learning are established and maintained. Without maintenance of an environment propitious for learning, little of a constructive nature can come from the educative experience. The relationship between these variables are depicted in Figure 1.

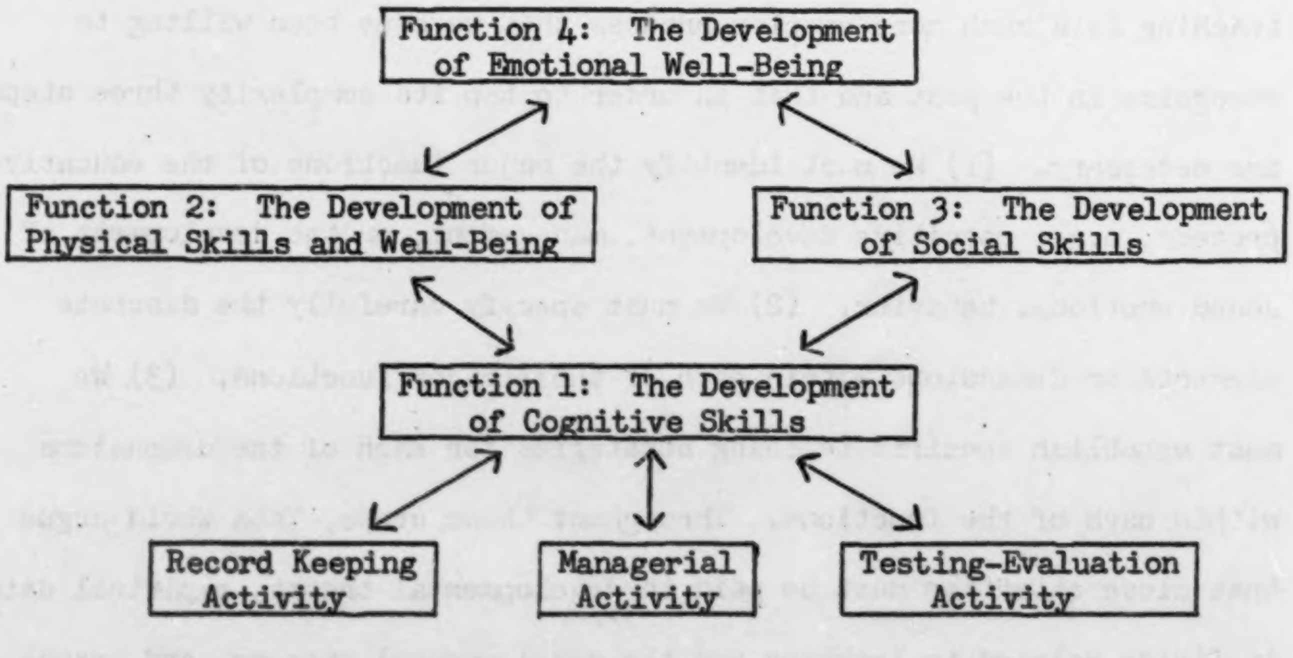
Function 4: The Development of Emotional Well-Being
Function 2: The Development of Physical Skills and Well-Being
Function 3: The Development of Social Skills
Function 1: The Development of Cognitive Skills
Record Keeping Activity
Managerial Activity
Testing-Evaluation Activity

Fig. 1. Major Variables of a Model of Teaching Behavior

While these are extremely general categories, and are not in any way original, they do define broadly the functions and activities of teachers. A next task is to define within each general category significant parameters comprising it. Once this is done the third step proposed by Taba can then be undertaken, namely, establishing and experimentally testing specific teaching strategies related to or associated with each of the parameters. The principal investigators of this project are in agreement with Taba when she says "It is only when we arrive at this last phase that real advances will be made in the field of education."

At the moment we are a long way from the completion of such a model. As yet there is not widespread agreement among educators as to the major functions which teachers should serve (Gage, 1963), and though the work of Bloom and his associates (1956), Taba (1964) Suchman (1962) is suggestive of specific outcomes of the education process at the cognitive level, few if any systematic efforts have been undertaken to conceptualize outcomes at the physical, social and emotional levels, or at the level of classroom management, testing and evaluation. Furthermore, so far as the present investigators are able to determine, little has been done at the level of teaching strategies beyond the work of Taba. It is at this level, of course, that conceptual effort becomes especially difficult, for such effort is dependent upon the empirical base of the field, yet it is here that progress must be made if a model of teaching is ever to become functional. It is here too, it seems, that Gage's "components corresponding to those of learning" and "families of learning theory" come to bear most directly upon the conceptual task.

Additional Influences: Classroom Atmosphere and Teacher-Child Interaction

Superimposed on any model of teaching behavior is the factor of "classroom atmosphere"--that indeterminant, ill-defined, affective dimension that grows from the nature of interaction between teachers and children throughout all aspects of classroom activities, and which, in turn, gives shape and content to every interactive exchange within classrooms. Hughes, et al. (1959) stated the place typically allocated this factor within the educative process. "We believe the quality of the human environment is the most significant element in the classroom. The interpersonal relationship remains the educative process."

The significance of this factor has been recognized for a long while, and some excellent research has been triggered by it (e.g., Anderson, 1945), but there remains the task of clarifying its relationship to the other variables in the teaching process. In this respect one major problem has been the failure of workers in the field to clearly distinguish between the contribution of interpersonal interaction to (1) the realization of the teacher functions outlined in the model above, and (2) the "atmosphere" of a classroom. At the first level a teacher's function is to present and/or manipulate the teaching strategies related to various parameters of the educative process. To the extent that she carries these strategies off well she might be judged competent. Although the way in which this is done involves interpersonal exchange, and the affect deriving from it contributes significantly to the "atmosphere" of a classroom, it is not this aspect of teacher behavior that has typically received attention in "atmosphere" research. In the past, research in this area has tended to focus on such aspects of interpersonal interaction as autocratic-democratic, dominative-integrative, harsh-gentle, permissive-restrictive, and the like, and treat them as the major determinants of the atmosphere variable. The fuzziness of the atmosphere concept, especially as it relates to teacher-child interaction within the classroom generally, represents an aspect of research on teaching that is critically in need of conceptual clarification.

For purposes of the present study a fundamental distinction between interaction at the level of implementing teaching strategies, which is deemed to be influenced primarily by technical knowledge and skill, and interaction which goes on between teacher and child in all other contacts is proposed. The latter has been labeled "general interaction," and the orientation that a teacher brings to it her "interpersonal orientation." In a sense the distinction between interaction at the level of teaching strategies and at a general level is tautological, in that teacher-child interaction probably reflects a great deal of similarity independent of the nature of the activity being considered. There are, however, two assumptions which may permit the distinction to be made: (1) the interaction that goes on between teacher and child in applying specific teaching strategies to specific teaching outcomes is to a large degree amenable to training and control, and (2) interaction around teaching strategies is more independent of a teacher's developmental history than is her general interaction with children. The interpersonal orientation which a teacher brings to the classroom generally is a function of her life history, and as a consequence it is pervasive in its influence and resistant to change. A major assumption of the present project is that generalized interpersonal orientation of teachers influences powerfully the nature of behavior with children in classrooms, and that any model which proposes to account for teacher behavior must include as a major variable some measure of interpersonal orientation.

Research Paradigms Related to the Model of Teaching Behavior

Thus far consideration has been given only to variables included in a model of teaching behavior. While such a model is a necessary first step to any research program dealing with teacher behavior it is, in and of itself, an insufficient step. Dependent upon the focus of the research effort, delineation of antecedent conditions, intervening variables, or dependent variables must be accomplished. For projects attempting to predict to teacher behavior, as this one did, variables outlined in the model of teaching behavior become the dependent variables. Following Ryans' scheme, independent variables include such factors as knowledge of teaching strategies, knowledge of developmental principles, or knowledge of the dynamics of behavior. Intervening variables include such factors as the nature of the group or administrative philosophy. A research paradigm for a study of this sort appears as Table 11.

Other research paradigms could, of course, use the model of teaching behavior quite differently. For example, if the research involved prediction to some form of student behavioral outcome, teaching strategies could be treated as either independent or intervening variables. If the research were to focus on the antecedents of teacher behavior, such as teacher training programs or developmental histories, teacher behavior

Table 11

A Paradigm for Research Which Attempts to Predict Teacher Behavior

Independent (Predictor) Variables	Intervening (Control) Variables	Dependent (Criterion) Variables
1. Knowledge of Teaching Strategies	1. Classroom Structure	1. Teaching Strategies
2. Knowledge of Developmental Principles	2. Group Composition	-- Cognitive -- Physical -- Social
3. Knowledge of Behavior Dynamics		-- Emotional
.	.	.
.	.	.
.		-- Management
k. Interpersonal Orientation	k. Administrative Policy	

again would be treated as a class of dependent variables in the design. The point is that development of a model of teaching behavior is only one step in the initiation of a research program into teaching processes. The same care in establishing the model of teacher behavior must be exercised with respect to the other sets of variables that appear within the respective research paradigms.

Conceptualization of the Present Study

Within the framework of the model of teaching behavior that has been spelled out above, and paradigms for research relating to it, it is possible to identify the focus of the present study. In terms of the model of teaching behavior, the focus of the project is clearly that of management and the "free floating" generalized interpersonal relationship between teacher and child. There is no attempt in the present study to deal with student outcomes, or teaching strategies pertaining to them. Nor is there any attempt to deal with other teacher activities, such as record keeping, curriculum planning, or evaluation. Behavior to be predicted in this study involves only those behaviors which relate to the order-keeping, management activity and the nature of the general interaction pattern between teacher and children.

In terms of a research paradigm, the dependent variables are parameters of the management activity and interpersonal relationships which may exist between teachers and children. Independent variables include teachers' general orientation to the management activity, knowledge of developmental principles, knowledge of the dynamics of behavior, and general "interpersonal orientation." Intervening variables might include such factors as composition of group, or classroom structure, although no such intervening variables were taken into account in the present study. Failure to control for significant intervening variables was due to a lack of conceptual clarification and limitation in measurement rather than choice. Ultimately, if research into teaching behavior is to be maximally productive, intervening variables such as those listed in Table 11 will have to be taken into account. Variables included in the present study are summarized in Table 12.

Table 12

Research Paradigm Employed in the Present Study

Independent (Predictor) Variables		Intervening (Control) Variables		Dependent (Criterion) Variables
1. Management Orientation 2. Knowledge of Developmental Principles 3. Knowledge of Behavior Dynamics 4. Interpersonal Orientation	→	None	→	1. Parameters of the Management Activity 2. Parameters of the Interpersonal Relationships Between Teachers and Children

Thus far, only the broad conceptual outlines of the project have been presented. Each of the variables appearing in Table 12, however, have more specific elements or parameters comprising them. The next few pages are given to a detailing of these dimensions and the rationale in support of them.

Parameters of the Management Activity

Within the management activity two major parameters have been proposed--one dealing with provision and maintenance of control and one dealing with provision and maintenance of structure.

The Control Parameter. This involves a number of elements, but it pertains primarily to the creation and maintenance of a situation in which children can direct their attention to demands of the classroom. The necessity for control activity is based upon many things. Not all children are committed to learn. Not all children understand or are respectful of authority or of other children's wishes. Many children must "act out" in the classroom. Discussions often get "out of order" or are dominated by a few individuals. The task for teachers in relation to control is twofold: (1) realization of healthy limits between classroom disorder and a degree of control so great that it stifles expression, and (2) realization of consequences of the way in which control is brought about and/or maintained.

For purposes of the present project two measures of control were developed: orientation to the degree of classroom control, and orientation to the means by which classroom control is obtained and/or maintained.

1. Degree of control. This element of the control parameter is defined in terms of a restrictive-permissive dimension, and refers operationally to the tolerance for (1) limit testing, (2) freedom of movement, or (3) deviation from expectations that should go on in the classroom. To the extent that teachers have a high tolerance for these kinds of behavior, that is, they are slow to respond to these behaviors as being changeworthy, they would be considered permissive. To the extent that their tolerance for these behaviors is low, and they judge them immediately as changeworthy, they would be judged restrictive. At the predictor level (Word and Film tests) the dimension is measured by such items as:

> It is worthwhile for the children to find out from experience what the scale will withstand.
>
> Scuffling of this sort is not any more acceptable on the playground than it is in the classroom.
>
> Children will learn much more in a controlled atmosphere than in a permissive one.

At the criterion level it is measured (1) by the frequency with which a teacher responds to the behavior of children as changeworthy, and (2) a rating of Tolerance for Changeworthy Behavior.

2. Means by which control is obtained and/or maintained. This element of the control parameter is defined in terms of a power dimension, and refers operationally to the use of unqualified power, power with a cushion or explanation, or reasoning-persuasion to bring about the kind or degree of control desired. To the extent that teachers use unqualified power they would be considered to be "high" in power orientation; to the extent that they use power with a cushion or explanation, they

would be considered "moderate" in power, and to the extent that they use reasoning-persuasion they would be judged "low" in power. It is noteworthy that this conceptualization suggests an underlying dimension of reliance upon external, authoritative means of control vs. reliance upon the child's internal system of control. At the predictor level the dimension is measured by such items as:

> If Freddie continues bothering the girl, he should be moved.
>
> Freddie should have been punished for refusing to participate.
>
> The teacher should have ordered Sandra to join the group.

At the criterion level it is measured by the ratio of unqualified power to power with an explanation or cushion, and reasoning or persuasion.

The Structure Parameter. Like the control parameter, there are several elements within this general class of teacher behavior. It pertains, however, primarily to provision and maintenance of a classroom organization and/or procedure which maximizes benefits derived from the educative experience. Benefits are conceived in terms of individual growth and development, but may center in any one of a variety of aspects, i.e., independence of thought and action, control of one's own behavior, increased knowledge and cognitive ability, ability to share intellectually with others and extend one's thinking through it, or clarification of one's own interests and abilities. The task of the teacher in relation to structure is to determine (1) the extent to which children should be encouraged and/or permitted to pursue their own interests vs. those of the class or the teacher; (2) the extent to which children should work individually or within the structure of a group; (3) the extent to which the teacher should actively contribute to the learning process, through discussion, or reading; (4) the extent to which the class should focus upon the mastery of factual material vs. the development of thinking processes; or (5) the extent to which the teacher feels she needs to structure, explain or direct the learning experience.

For purposes of the present project, three measures of a teacher's orientation to structure were developed: (1) orientation to goal setting and pursuit, (2) orientation to focus, and (3) orientation to process.

1. Goal setting. This element of the structure parameter is defined in terms of an autocratic-democratic dimension, and refers operationally to whether teachers set goals for the class or whether children have a part in it. This pertains to goals established for the class as a whole, groups within the class, or individual children. To the extent that teachers set the goals, they are perceived as being autocratic; to the extent that they permit children to have a part in setting goals, they are perceived as being democratic. As conceived here the variable is essentially the same as that developed by Lewin, Lippit and White (1939) so many years ago, though in the present conceptualization there is not a "Laissez-faire" position. At the predictor level, the dimension is measured by such items as:

> The teacher should have had the children choose partners to provide them with social experience.
>
> When a class is no longer paying attention, a teacher should change the activity.
>
> The girl singing should have been asked to save her song until music time.

At the criterion level it is measured (1) by the frequency with which a teacher structures an activity, and (2) a rating of Respect for the Individuality of Children.

2. Classroom Focus. This element of the structure parameter is defined in terms of people around whom classrooms seem to be structured and around whom they tend to function. Two such foci may be identified: (1) a predominantly individual focus in contrast to a predominantly group or total class focus, and (2) a predominantly teacher focus in contrast to a predominantly child focus.

a) A predominantly individual focus vs. a predominantly group focus. This dimension is rather self-explanatory. It refers to the distinction between a classroom which is structured in such a way that it invites a great deal of individual participation and pursuit in contrast to a classroom in which the majority of activity, including goal setting, is group centered. At the predictor level the dimension is measured by such items as:

> The teacher should have made more of an effort to get Freddie involved in the activity.
>
> The teacher probably ignores children who do not participate.
>
> This is a good method for obtaining student enthusiasm and interest.
>
> Allowing children to respond freely in this way often leads to a group feeling of enthusiasm.

At the criterion level it is measured by the ratio of teacher initiations to an individual child over all classroom initiations.

b) A predominantly teacher focus vs. a predominantly child focus. This dimension is also rather self-explanatory. It refers to the distinction between the classroom in which the teacher is generally at the center of things, for example, structuring, reading, or leading discussions, in contrast to the classroom in which the teacher may structure but then leave the children largely on their own to pursue the activity, either individually or in groups. At the predictor level the dimension is measured by such items as:

> Music activities for children this age should be more structured.
>
> This whole activity was probably a cover-up for lack of teacher preparation.
>
> Little or no learning is likely to come from this experience.
>
> This technique precipitated conditions which are not conducive to good learning habits.

At the criterion level it is measured by the frequency of teacher initiated interacts.

3. Classroom Procedure. This element of the structure parameter is defined in terms of the general approach teachers take to the learning process. Two aspects of teacher approach are considered: (1) she is predominantly directing vs. facilitating in her interactions with the children, and (2) she is predominantly oriented to giving information in the teaching process vs. being oriented primarily to asking questions.

a) A predominantly facilitating vs. a predominantly directing process. Operationally, this dimension refers to the extent to which teachers structure, give orders, or direct activities in contrast to the extent to which they explain, offer help, give information, or correct. Unfortunately, at the predictor level, no items were written which tapped this dimension. At the criterion level it is measured by the ratio of structuring, directing, etc. to the use of explanation, information giving, and the like.

b) A predominantly information giving vs. a predominantly questioning process. This dimension is self-explanatory, and, like the facilitating vs. directing dimension, no items were written which tapped it at the prediction level. At the criterion level it is measured by the ratio of information-giving statements made by a teacher to the number of questions she asks.

A question may be raised here as to the appropriateness of including the classroom procedure dimension as a part of the management (structure) variable. While its inclusion here is arbitrary it was included because elements within it represent no more than a description of general, essentially structural approaches to the learning process. Also, it is as applicable to teaching in respect to physical, emotional or social development as it is to cognitive development and should therefore be considered part and parcel of the general structure function. If this is a valid argument, it is noteworthy that the vast bulk of educational research has never really gotten beyond the managerial aspect of the educative process.

Parameters of Interpersonal Orientation

Within the interpersonal orientation variable four major parameters have been proposed: (1) sensitivity-perceptivity, (2) self-other orientation, (3) trust and (4) tolerance.

The Sensitivity-Perceptivity Parameter. This parameter is defined in terms of the sensitivity-perceptivity (awareness) of teachers to cues manifested in the behavior of children which convey children's circumstance, condition, or feeling state. Sensitivity and perceptivity provide the basis for being able to fulfill the needs or wishes of another, for it is only when one is able to perceive what another is feeling and/or needing that one can behave appropriately. (Note the similarity between the use of sensitivity-perceptivity and the term empathy.) Operationally, the dimension underlying the parameter is measured by items which call for the interpretation of cues within the filmed or written episodes of behavior. Two levels of interpretation are demanded by the items: one involving a straight-forward interpretation of the meaning of behavioral cues, with a minimum of inference drawing, and the other requiring low-level inferences to be made. We labeled these as First Order and Second Order items respectively. At the predictor level, First Order Sensitivity was measured by such items as:

> Children who didn't get a book seemed to show no resentment toward those who did.
>
> The children who are reading seemed to feel confident in their reading ability.
>
> The girl seemed to enjoy the rough play.

Second Order Sensitivity was measured by such items as:

> John seems to be a happy child.
>
> John seems to be an anxious child.
>
> This group of children were probably the slow learners.
>
> Alice must be a child who is very aware of her physical self.

The Self-Other Parameter. This parameter is defined in terms of the commitment one has to the well-being of another in contrast to the commitment he has to his own well-being. Like sensitivity-perceptivity, a commitment to the well-being of another is fundamental to the fulfillment of the needs or wishes of another, for it is only when one is able to "get beyond himself" and give of himself to another person that the needs of that person can be effectively met. Operationally, this variable is defined in terms of items which tap the teacher's orientation to meeting a child's needs, wishes, and the like, especially as their satisfaction competes with the satisfaction of the teacher's own need system, or puts demands upon her which are "inconveniencing." At the predictor level, examples of items which sample this dimension included:

> In the reading group the teacher should have insisted that the girl beside her sit with the rest of the group.
>
> The teacher should have let the child remain by herself instead of urging her to join the group.
>
> The teacher should have shown more warmth and understanding for Lily.

These two parameters, sensitivity-perceptivity and orientation to another, are conceived to be the major determinants of consideration. Consideration is defined as being responsive to feelings, needs, or approaches, of another. Consideration is conceived here as a second order variable instead of a parameter of interpersonal orientation, however, and as such has no predictor scales which tie directly to it. It is at this level, however, that the criterion measure relating to these two parameters is focused. Consideration is measured at the criterion level in three separate ways: (1) the ratio of reward and the considerate use of power to a variety of measures deemed inconsiderate (see pp. 124-125); (2) the ratio of teacher acts of acceptance or consideration in response to child initiations in relation to all teacher responses to child initiations; and (3) a rating measure, Respect for the Individuality of the Child.

The Trust Parameter. This is defined in terms of the confidence or faith one has in the wisdom of another to behave appropriately in terms of his own well-being, and in terms of the well-being of those around him. These two elements of trust need to be considered separately, for they affect somewhat different spheres of behavior.

1. Confidence in the wisdom of another to do what is best for himself. This includes confidence in another's choices, decisions, pursuits, etc., and believing that another's behavior represents an honest attempt to fulfill a personal need instead of the result of planned deception or maliciousness. A person who is trustful in the inherent wisdom of another in relation to his own well-being, is one who is able to permit and/or encourage freedom of choice, pursuit and direction in others. Examples of items pertaining to this dimension are:

> The teacher should have removed the scales when the children broke the rules.
>
> This should be a lesson to the teacher to never again trust these children to obey rules.
>
> Because of the nature and length of the scuffle, the teacher was justified in staying out of it.
>
> There is no need for the teacher to make an issue out of minor incidents.

There is not a criterion measure which is related directly to this variable.

2. Confidence in the wisdom of another to assume responsibility for the well-being of those around him. This element of the trust parameter has two subdivisions: confidence in another's behavior toward others, and confidence in another's behavior toward oneself. These will be considered separately:

a) Confidence in another's behavior toward others. This aspect of trust is characterized by faith in the moral-ethical conduct of another's behavior in relation to others, and permits one to view another's behavior without suspicion, mistrust, supervision or control. Examples of items pertaining to this dimension include:

A teacher should become concerned when two children separate from the group.

Assuming a teacher to be present, she should have stopped this behavior until the boys learned to respect the girls.

This behavior is far too intimate for a classroom

b) Confidence in another's behavior toward oneself. This aspect of trust is characterized by faith in the moral-ethical conduct of another in relation to the one relating to him, i.e., confidence that the person with whom you are interacting will not take advantage of nor "hurt" you. As a consequence, one can permit an openness to contiguity in personal relationships. Persons without this kind of trust maintain a distance in their relationships with others so that they can protect themselves from possible hurt or disappointment in these relationships. These are the people who are "cold," "avoidant," "distant," "aloof" in their relationships, and who find it hard to love or be loved. At the predictor level, examples of items pertaining to this dimension include:

This teacher-child relationship is evidently warm and understanding.

Some physical contact is almost always necessary to quiet an upset child in the primary grades.

When a child is upset and crying, the teacher should give all her attention to that child.

The teacher should have shown more warmth and understanding for Lily.

Neither of these elements of the trust parameter have a direct measure at the criterion level, though it is assumed that they will relate closely to such measures as consideration, affective orientation, and teacher approachableness.

The Tolerance Parameter. This parameter is defined in terms of respect for individual differences, in whatever realm they may be--physical, social, emotional or ideological. A tolerant person is one perceived as permitting or inviting differences of opinion, dress, ideology, or commitment, while an intolerant person is one who is uneasy with differences, and demands wherever possible similarity or agreement with his own frame of reference. At the predictor level, items pertaining to this dimension include:

All children need not be expected to enjoy music activities.

The children who avoided the group activity should have been encouraged to participate.

Insisting that children participate in all activities leads to loss of individuality.

Physically forcing a child to pay attention will eventually gain his respect.

The girl singing should have been asked to save her song until music time.

There is no criterion measure relating directly to the tolerance parameter.

The two parameters of trust and tolerance, taken together, form the basis for a commitment to the growth of individuality. Like consideration, commitment to growth of individuality is a second order variable and has no predictor scales tied directly to it. Nor does it have a direct relationship to a criterion measure--other than the Respect for Individuality rating. It is hypothesized, however, that it relates significantly to the permissive-restrictive dimension, and the power dimension.

Parameters of Knowledge Relating to Management and Interpersonal Orientation

Unlike the management and interpersonal orientation factors, the knowledge factor serves only as a predictor variable: there are no criterion measures that tie directly to it. It is, in a sense, an achievement measure, and it is anticipated that as a predictor variable it will contribute significantly to the variance in such criterion measures as restrictiveness-permissiveness, power, and consideration.

For purposes of the present study, two major parameters within the knowledge factor have been proposed: knowledge of the developmental process, and knowledge of behavioral dynamics.

1. The Knowledge of Developmental Process Parameter. This parameter is defined broadly, and as implied by its title refers to information pertaining to developmental norms, sex differences in developmental patterns, major variables within the developmental process, or antecedent-consequent conditions as they pertain to development. Some examples of items which pertain to this dimension include:

> It is unusual for a first-grade boy to show such intimate expression toward a girl.
>
> The social development of Chad and Cindy is advanced for children of this age.
>
> Working with tools of this sort probably has little meaning for children of this age.

2. The Knowledge of Behavioral Dynamics Parameter. This parameter is defined in terms of the understanding one has of the meaning of

behavior, the factors which underly or "cause" behavior, the relationship of age, sex, etc. to behavior, and the like. Like knowledge of development, the dimension reflects, in part, a measure of achievement but it also reflects an integration of knowledge beyond that tapped by usual achievement tests. It is intended to provide a measure of "clinical awareness," of the capacity to feel with, understand the basis of, and respond appropriately to, behavior in the classroom.

Six separate elements of behavioral understanding were derived from the Word and Film test items: (1) knowledge of teaching techniques--management-related control; (2) knowledge of teaching techniques--management-related structure; (3) knowledge of teaching techniques--content-related; (4) dynamics of child behavior in the classroom; (5) dynamics of child behavior outside the classroom; and (6) consequences of teacher behavior. Items illustrative of each element appear below.

1. Knowledge of teaching techniques--management-related control.

   If Freddie continues bothering the girl, he should be moved.

   The teacher should separate any two children in conflict.

   Because of the nature and length of the scuffle the teacher was justified in staying out of it.

   The teacher should have separated the boys immediately.

2. Knowledge of teaching techniques--management-related structure.

   Instead of urging Sandra to join the group the teacher should have given her something else to do.

   A child should not be forced to enter a situation if his anxiety about it is great.

   After the scuffle the teacher should have made the two boys work separately.

   The teacher should have removed the scales when the children broke the rules.

3. Knowledge of teaching techniques—content-related.

   The teacher seemed to be overdoing a simple lesson.

   This is a good way to give the children experience in speaking before a group.

   This technique probably discourages poor readers from participating.

   When a class is no longer paying attention, a teacher should change the activity.

4. Dynamics of child behavior in the classroom.

   Children who are inattentive while the teacher is talking probably have little respect for her.

   The hair tossing was probably one of the ways in which these girls respond to boredom.

   In time, this entire group would likely fail to pay attention to this teacher.

   If a girl had been sitting between these boys, the beanie passing probably would never have started.

5. Dynamics of child behavior outside of the classroom.

   Children who grimace are probably tense.

   When a child shows off it generally means he is insecure.

   This child probably comes from an emotionally deprived home.

   These boys probably have fathers who don't ever scuffle with them.

6. Dynamics of teacher behavior—consequences.

   If teachers ignore this sort of behavior it soon stops.

   Such a high-pitched activity makes subsequent classwork difficult.

   This type of activity helps children overcome fear of reading before a group.

   The teacher probably encourages dependency in Ruthie by her behavior.

Some Comments on Interaction and Overlap Between Variables

The parameters of the conceptual model presented thus far has been derived purely on *a priori* grounds, and as a consequence they may be erroneous or overlapping. Until the model is tested, however, there is no way to identify the kinds of irrelevancy, overlapping or interaction among parameters within it. While still on an *a priori* basis, some comments may be made, however, about the most likely sources of error.

The Distinction Between A Management Orientation and an Interpersonal Orientation. At a gross level such a distinction seems plausible, but at the level of the parameters *within* each of these major variables, the distinction is in some cases rather arbitrary. For example, where does the power parameter really reside? Is it best conceived within the concept of an interpersonal orientation or within the concept of a management orientation? At first glance one may wish to consider it as a variable affecting the interpersonal process at all levels, and thus wish to consider it as an interpersonal orientation variable. In referring to the model of the teaching process, however, it becomes clear that while the power dimension may in fact play some role in the pursuance of teaching strategies around the cognitive function, or the social or emotional functions, its role in carrying out these strategies is relatively inconsequential in comparison to its function within the management process. It was hypothesized also that a teacher's orientation is more dependent on situational and educational influence than is her general interpersonal orientation, since the use of power is dependent to a large extent on perception of appropriate role behavior, perception of administrative philosophy about classroom management, class composition, or specific education training with respect to management practices. As a consequence, it seemed that the power parameter could be conceptualized best as a major factor affecting the management process.

A similar question arises with respect to the relationship of parameters in the management and interpersonal categories. For example, aspects of trust and tolerance within the interpersonal orientation factor must tap essentially the same dimension as does the restrictive-permissive parameter within the management dimension. To the extent that one is tolerant or trusting one can permit freedom of exploration and behavior. How these variables will relate to each other empirically is an open question.

Finally, there is the question of the nature of the interaction between parameters within the management and interpersonal categories. At this point, of course, one can only speculate but it is likely that they will interact to determine teacher behavior and success. For example, if a teacher stands high on the interpersonal orientation factor but relatively low in her ability to bring control to a group, one would predict only moderate success in management activities within the classroom. This is in contrast to a teacher who stands high on the interpersonal orientation factor and low on the capacity to manage a group, or a teacher who stands relatively low on interpersonal orientation and low in capacity to manage a group. Success would be likely in one while failure would be likely in the other. The nature of these interactions remain to be identified, but the theoretical relevance of the two factors to management activity invite rich hypothesis formation.

The Distinction Between Parameters Within the Management and Interpersonal Domains. The problem of overlap is not limited to that which occurs between the management and interpersonal orientation categories. There is an equally difficult problem in trying to separate meaningfully, as if they were unidimensional, the parameters and/or elements within these categories. For example, the distinction between the power and the permissive-restrictive dimensions within management is at best an arbitrary one. So is the distinction between sensitivity and consideration within the interpersonal orientation factor. In all likelihood a teacher's power orientation and orientation to restrictiveness-permissiveness would be related--but not necessarily, and this is what makes the distinction necessary. Similarly with the sensitivity-consideration distinction. If one is considerate he in all likelihood would be sensitive, but being sensitive in no way guarantees considerateness. Thus, the distinctions of the sort that have been made have, in a sense, had to be made. It may be found later that these variables are not unidimensional, but that awaits empirical data, and until it is available we are caught with the limitations of a priori reasoning.

The Distinction Between the Parameters of Sensitivity and Understanding. On the surface the distinction between sensitivity-perceptivity and understanding seems justifiable. One dimension refers essentially to awareness or responsiveness to cues and the other on awareness or understanding of the subject matter of the field of human development and behavior. At another level, however, there is basis for arguing that they both relate to a single dimension of "understanding." For example, one could argue that to be sensitive to cues one must first understand what the cues mean or, to turn the argument about, the more one understands of developmental processes and dynamics of behavior, the more sensitive to cues one should become. A somewhat different argument could be advanced in support of the same notion, namely, that the two variables simply represent different points along a continuum of interpretation with First Order Sensitivity items being the least demanding of inference and the dynamics of behavior items demanding the greatest inferential jumps. As pointed out earlier, First Order Sensitivity items ask only for the interpretation of cues which are reflected overtly in children's behavior. Second Order Sensitivity items involve or necessitate inference to characteristics existing within a child. The dynamics of behavior items possess one of three qualities: (1) they involve a stated relationship between two or more variables; (2) they involve the statement of an antecedent-consequent relationship; or (3) they involve straightforward prediction statements. All items of this nature involve a much greater degree of inference drawing than do the sensitivity-perceptivity items. In fact, it was the distinction between these levels of inference drawing that permitted the classification of items into these various scales to begin with. It may well turn out that the distinctions made between these two categories will not stand up. Like the other questions raised in these last few pages, answers must await empirical data.

This has been an attempt to relate the study to a proposed model of teaching behavior. In the next chapter use of the model in development of subscales within the Word, Film and Simulation tests is described.

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Chapter V

Test and Criterion Development: Phase II

Final predictive and criterion measures were developed such that they reflected as nearly as possible parameters of the model of teaching behavior previously described. Development of these measures for the Word and Film tests entailed reclassification of existing items into tentative subscales defined by parameters of the model. Category sets and rating scales reflecting these parameters were prepared for content analysis of responses to the Simulation Test, and observations of teacher-child interaction which comprised criterion behaviors of the study. The latter were reduced to complex ratio scores which reflected parameters of the model. Details of procedures used in each instance follow.

Development of Conceptually Derived Scales for Word and Film Tests

Management and Interpersonal Orientation Scales

For each parameter outlined in the model of teaching behavior the question: "Are there sufficient items within the test to permit construction of a tentative subscale?" was asked. Three judges independently studied and classified test items according to their apparent relevance to the respective model parameters. These initial item placements were reviewed by the team of judges for each parameter and scale. When unanimous agreement as to placement of an item was obtained it was retained. When agreement was not obtained for an item it was not included in a subscale. Arbitrarily, it was decided that a minimum of eight items was necessary to form a tentative subscale. This decision was based primarily upon considerations of reliability.

Management Scales. Seven parameters were posited within the management domain of the model--(1) degree of control, (2) ways in which control was accomplished and/or maintained, (3) goal selection procedures, (4) individual vs. group focus, (5) teacher vs. child focus, (6) facilitating vs. directing approach, and (7) information giving vs. questioning approach. Sufficient items for tentative development of subscales around three parameters were identified for the Film Test. They were (1) degree of control (permissive-restrictive), (2) ways in which control was accomplished and/or maintained (power) and (3) individual vs. group focus.

Classification of Word Test items resulted in the tentative development of only two subscales relevant to the management function--(1) degree of control, and (2) power.[1] Items comprising the tentative subscales retained are presented in Appendix S for the Word Test and T for the Film Test.

Split-half reliability coefficients for the retained management scales in the Film Test were (1) degree of control, .80; (2) power, .60; and (3) individual vs. group focus, .46. Reliability coefficients for the retained subscales on the Word Test were (1) degree of control, .60; and (2) power, .55.

Interpersonal Orientation Scales. Seven parameters were posited within the interpersonal orientation function--(1) First Order Sensitivity (2) Second Order Sensitivity, (3) orientation to self or to others,

---

[1] A disadvantage of not having a conceptual framework to guide activities of the project in all phases was apparent at this point. Items simply were not written which tap most parameters within the teaching behavior model. It is probable that sufficient numbers of items could have been written for all seven parameters had the framework been developed earlier in the project.

(4) trust in another's choices and/or behavior in relation to himself, (5) trust in another's choices and/or behavior in relation to others, (6) trust in another's choices and/or behavior in relation to oneself, and (7) tolerance. In both the Film and Word tests sufficient items were retained to permit construction of tentative subscales for (1) First Order Sensitivity, (2) Second Order Sensitivity and (3) trust in another's choices and/or behavior in relation to himself (renamed Trust). The items comprising these subscales are presented in Appendix U for the Word Test and Appendix V for the Film Test.

Reliability coefficients for the retained subscales are presented in Table 13.

Table 13

Reliability Coefficients of Retained Subscales Within The Interpersonal Orientation Function

Subscale	Film Test	Word Test
First Order Sensitivity	.43	.79
Second Order Sensitivity	.79	.78
Trust	.58	.85

Factor Analysis of Management and Interpersonal Function Subscales

As indicated in the previous chapter, it was anticipated that there was the possibility that some underlying factor might be present within the management and interpersonal orientation functions which would account for some of the relationship between the hypothesized parameters. To check this possibility a centroid factor analysis of the six subscales tentatively identified for the Film Test was made. Diagonal entries, originally the largest zero order coefficients, were re-estimated as each factor was extracated. Three factors had roots larger than unity. The configuration was visually rotated. The factor matrix presented in Table 14 resulted. A pilot of the six subscale vectors on the first two factors is presented in Figure 2.

Table 14

Factor Loadings and Communalities of Management and Interpersonal Orientation Subscales for the Film Test

Subscales	I	II	III	h^2
Power (P)	-.69	-.16	.29	.59
Permissive-Restrictive (PR)	.80	-.04	-.15	.66
Individual-Group (IG)	.80	.05	.34	.75
Trust (T)	.91	.03	.15	.86
First Order Sensitivity (S1)	.05	.71	-.01	.51
Second Order Sensitivity (S2)	-.06	.61	.26	.44

Point P' in Figure 2 is a reflection of Point P through the origin. The reflection is presented to more clearly portray the alignment of the Power subscale with the configuration along the Factor I axis.

A similar centroid factor analysis was made for the five management and interpersonal orientation subscales identified for the Word Test. The results were nearly identical, i.e., the Power, Permissive-Restrictive and Trust subscales clustered along the Factor I axis and the two sensitivity scales clustered along the Factor II axis.

It seemed apparent that the subscales comprising the management and interpersonal orientation domains within the model might be represented by the two obtained factors. Since each of the original subscales were relatively short (eight to 15 items per subscale) combination of the subscales seemed desirable because of the potentially greater reliability resulting from longer scales.

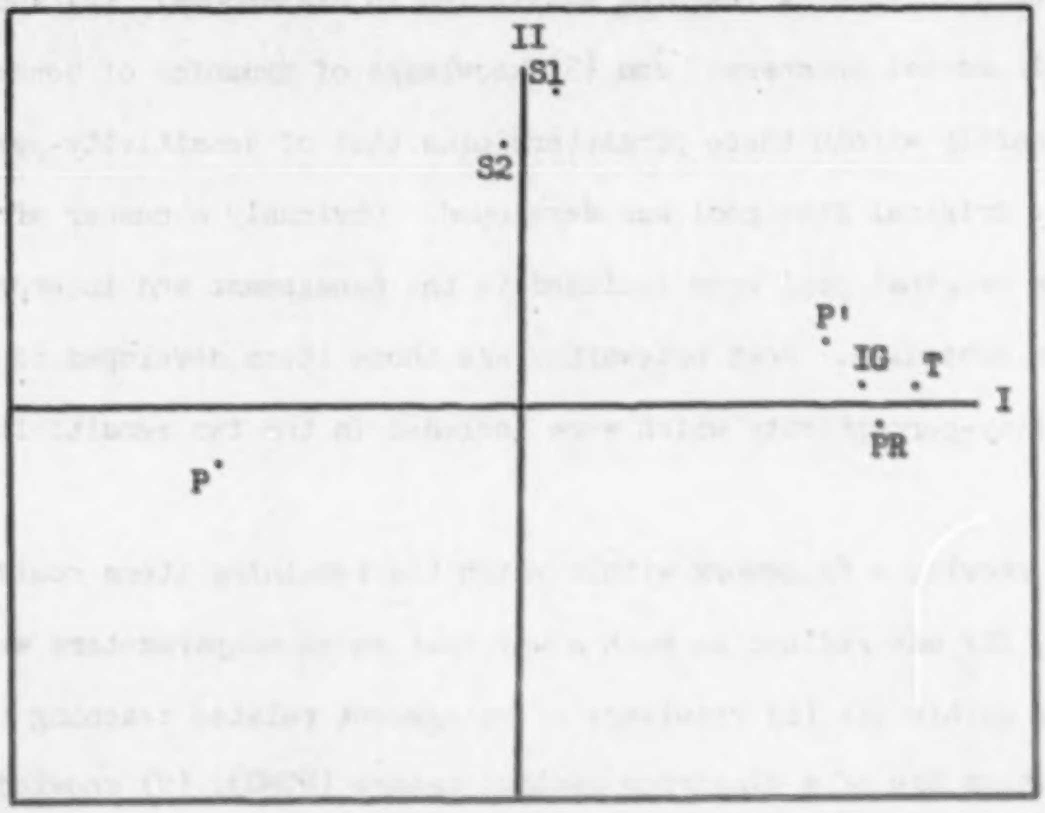

Figure 2: Plot of Six Management and Interpersonal Orientation Subscale Vectors on First Two Factors—Film Test

Development of Subscales Relevant to the Impact of Knowledge Function

Scales derived from items which apparently deal with aspects of the respondent's knowledge were not specifically related to the conceptual framework outlined in the model of teaching behavior. Such behavior does, however, influence the teaching process and may be included as an independent variable descriptive of individual teachers. The variable, because of its effect is referred to as the Impact of Knowledge Variable (IKV).

Within IKV three broad parameters were hypothesized: (1) knowledge of guidance principles (guidance in this case should not be interpreted as synonomous with student personnel work but is instead defined as techniques used in guiding learning activities in classrooms), (2) knowledge of developmental processes, and (3) knowledge of dynamics of behavior. It was primarily within these parameters plus that of sensitivity-perceptivity that the original item pool was developed. Obviously a number of items from the original pool were included in the management and interpersonal function subscales. Most noteworthy are those items developed to assess sensitivity-perceptivity which were included in the two sensitivity subscales.

To provide a framework within which the remaining items could be categorized, IKV was refined in such a way that seven subparameters were represented within it: (1) knowledge of management related teaching techniques which are of a classroom control nature (KTMC), (2) knowledge of management related teaching techniques which are of an activity structuring nature (KTMS), (3) knowledge of teaching techniques which deal with development of subject matter content (KTC), (4) knowledge of developmental processes (KDP), (5) knowledge of behavioral dynamics of children in classrooms (DBCC), (6) knowledge of behavioral dynamics of children outside classrooms (DBNC), and (7) knowledge of consequences of teacher behavior (KCTB). An outline of IKV is presented in Table 15.

Impact of Knowledge Variable Subscales

Following the same selection procedures used in developing subscales in the management and interpersonal orientation parameters items in both the Film and Word tests were classified as to their potential relevance for each of the seven subparameters of IKV. In the Film Test sufficient numbers of items were identified to permit tentative development of six subscales--(1) KTMC, (2) KTMS, (3) KTC, (4) DBCC, (5) DBNC, and (6) KCTB.

In the Word Test tentative subscales were identified for six parameters also— (1) KTMC, (2) KTC, (3) KDP, (4) DBCC, (5) DBNC, and (6) KCTB.

Table 15

Impact of Knowledge Variable

I Knowledge of guidance principles
  A. Knowledge of management related teaching techniques:
    1. (KTMC) Classroom Control
    2. (KTMS) Activity Structuring
  B. (KTC) Knowledge of teaching techniques which develop content
II (KDP) Knowledge of developmental processes
III Knowledge of behavioral dynamics:
  A. Of children
    1. (DBCC) in classrooms
    2. (DBNC) outside classrooms
  B. (KCTB) consequences of teacher behavior

Split-half reliability coefficients for these tentative subscales are presented in Table 16. Because of the obtained negative coefficient the KTC subscale for the Film Test was eliminated from further consideration. All others were retained for further analysis. Items comprising tentative subscales of IKV are presented in Appendix W for the Word Test and X for the Film Test.

Final Factor Analyses

Film Test. A centroid factor analysis was made of the eleven subscales tentatively identified for the Film Test (Permissive-Restrictive (PR), Power, (P), Individual vs. Group Focus (IG), First Order Sensitivity (S1), Second Order Sensitivity (S2), Trust (T), KTMC, KTMS, DBCC, DBNC, and KCTB). Diagonal entries in the original correlational matrix were

Table 16

Split-Half Reliability Coefficients for Tentative IKV Subscales of the Film and Word Tests

Subscales	Film Test	Word Test
1. KTMC	.66	.87
2. KTMS	.58	No Scale
3. KTC	-.09	.88
4. KDP	No Scale	.61
5. DBCC	.98	.36
6. DBNC	.75	.72
7. KCTB	.71	.68

again the highest zero-order correlation coefficients and were re-estimated following the extraction of each factor. Seven factors were found to have root sizes larger than unity and were used in visual rotations. The factor matrix in Table 17 resulted.

Table 17

Factor Loadings and Communalities of Eleven Subscales For the Film Test

	I	II	III	IV	V	VI	VII	h^2
T	.85	.01	-.19	.13	-.01	-.07	.09	.79
IG	.78	.00	-.12	.19	-.02	.22	-.07	.71
KTMC	.77	.05	.40	-.18	.33	.18	.24	.99
PR	.76	-.11	-.18	-.15	.09	.15	-.08	.68
P	-.62	-.07	.33	.24	-.31	.23	-.13	.72
KTMS	.51	.17	.43	.12	-.04	-.15	.12	.53
KTBC	.28	.23	.55	-.16	-.34	.14	.20	.63
S1	.16	.55	.07	-.35	-.28	-.06	.06	.54
DBCN	-.10	.74	.06	.18	-.37	-.06	.12	.75
S2	.02	.89	-.01	.12	.05	.09	.10	.83
DBCC	.02	.52	.41	.10	.00	.11	.05	.46

The plot of the eleven subscale vectors on Factors I and II is presented in Figure 3, and the plot of the eleven subscale vectors on Factors I and III appears in Figure 4.

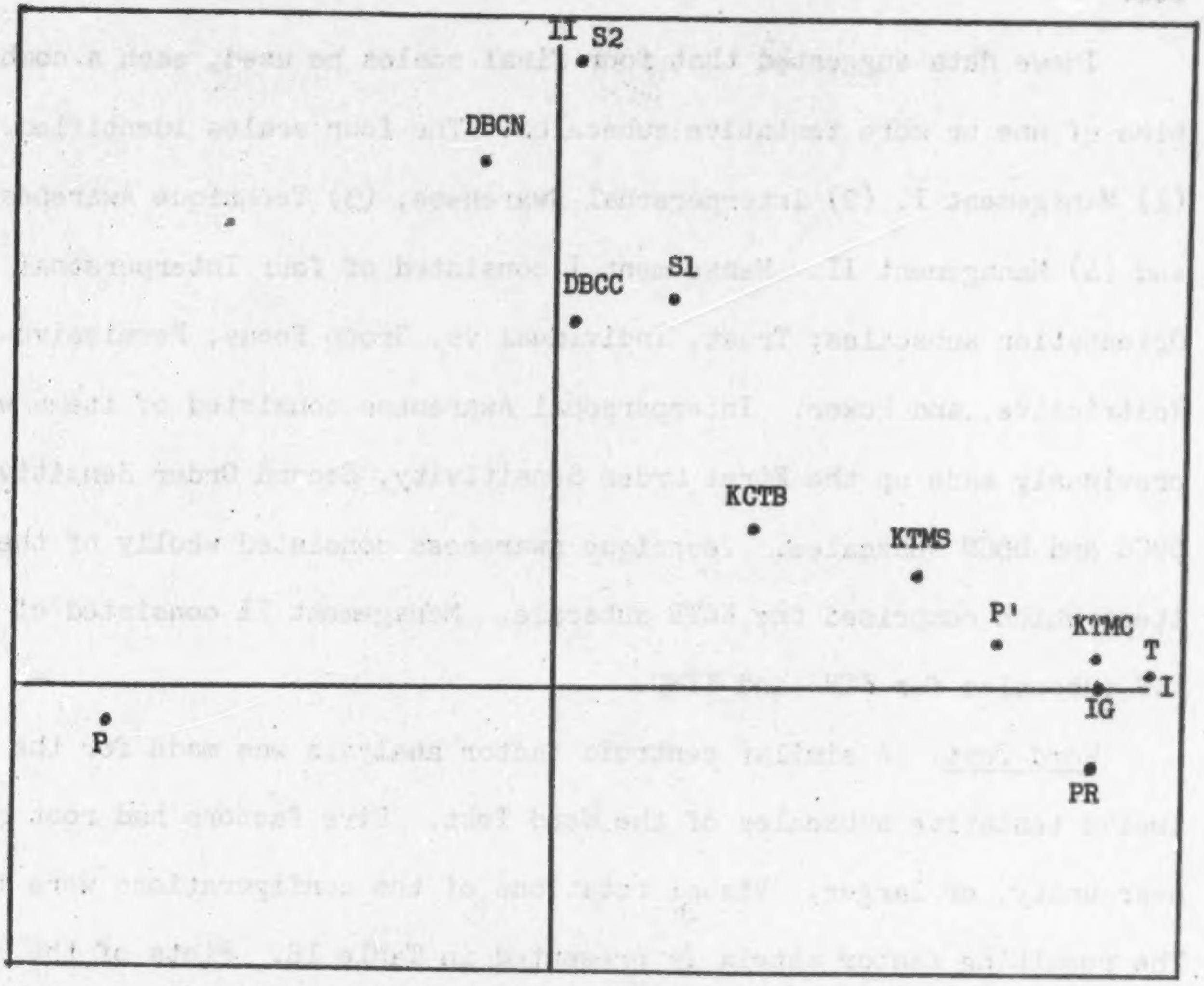

Figure 3. Plot of Subscale Vectors for the Film Test on Factors I and II

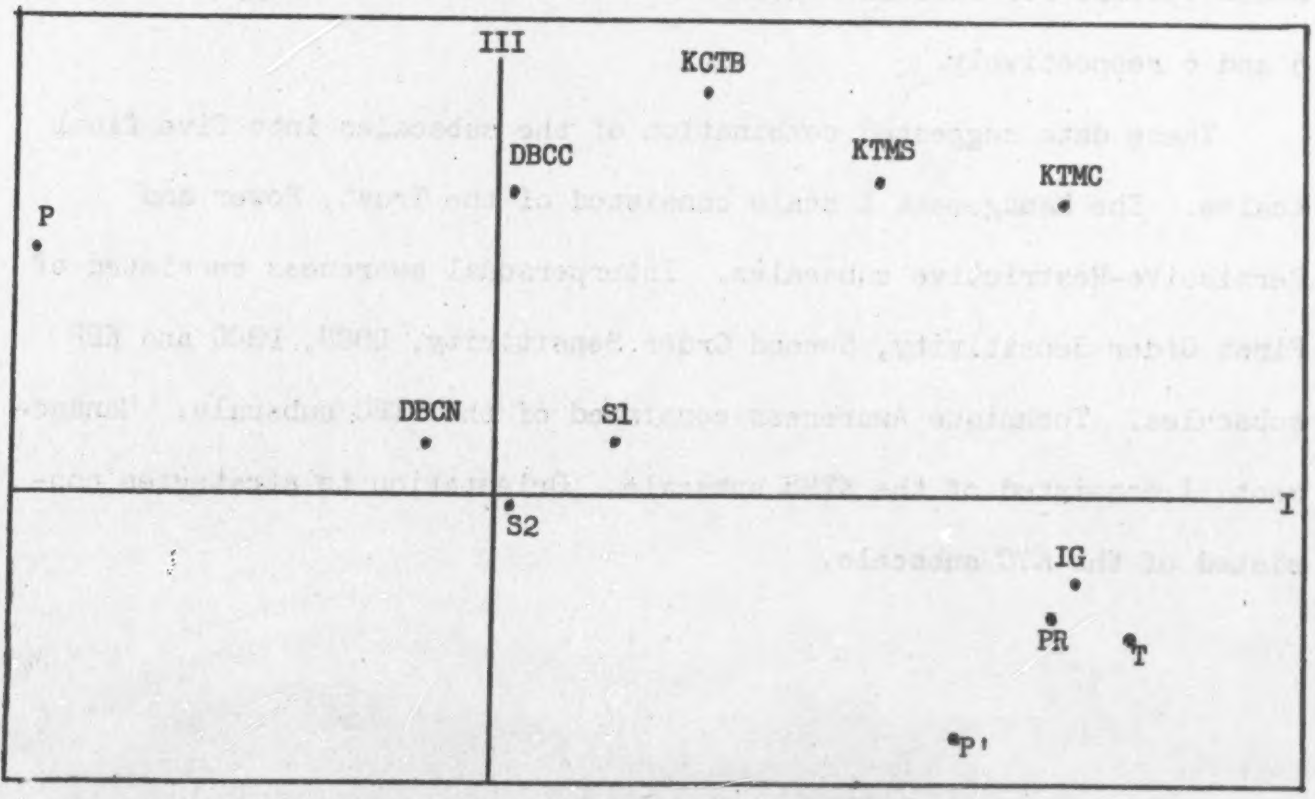

Figure 4. Plot of Subscale Vectors of Film Test on Factors I and III

These data suggested that four final scales be used, each a combination of one or more tentative subscales. The four scales identified were (1) Management I, (2) Interpersonal Awareness, (3) Technique Awareness, and (4) Management II. Management I consisted of four Interpersonal Orientation subscales; Trust, Individual vs. Group Focus, Permissive-Restrictive, and Power. Interpersonal Awareness consisted of items which previously made up the First Order Sensitivity, Second Order Sensitivity, DBCC and DBCN subscales. Technique Awareness consisted wholly of the items which comprised the KCTB subscale. Management II consisted of the IKV subscales for KTMS and KTMC.

Word Test. A similar centroid factor analysis was made for the twelve tentative subscales of the Word Test. Five factors had root sizes near unity, or larger. Visual rotations of the configurations were made. The resulting factor matrix is presented in Table 18. Plots of the subscale vectors for Factors I and II and Factors I and III appear in Figures 5 and 6 respectively.

These data suggested combination of the subscales into five final scales. The Management I scale consisted of the Trust, Power and Permissive-Restrictive subscales. Interpersonal awareness consisted of First Order Sensitivity, Second Order Sensitivity, DBCN, DBCC and KDP subscales. Technique Awareness consisted of the KTBC subscale. Management II consisted of the KTMS subscale. Orientation to strategies consisted of the KTC subscale.

Table 18

Factor Loadings of Eleven Subscales for the Word Test

Subscales	I	II	III	IV
1. P	-.90	-.09	.20	-.11
2. PR	.98	-.26	.34	.14
3. T	.82	-.25	.35	-.39
4. KTMC	.96	.01	.27	.29
5. KTMC*	.93	-.07	.16	-.34
6. KDP	.56	.56	-.34	-.39
7. KTC	.45	-.08	-.71	.25
8. KCTB	.67	.46	-.22	.07
9. S1	.06	.43	-.08	.05
10. S2	.33	.64	.11	.40
11. DBCN	-.08	.52	.12	.44
12. DBCC	.29	.74	.54	-.44

* A keypunch error inadvertently resulted in the inclusion of "split-halves" of the KTMC subscale in the factor analysis. Similarity of factor loadings for the two halves suggested that a rerun of the factor analysis was unnecessary for purposes of the study.

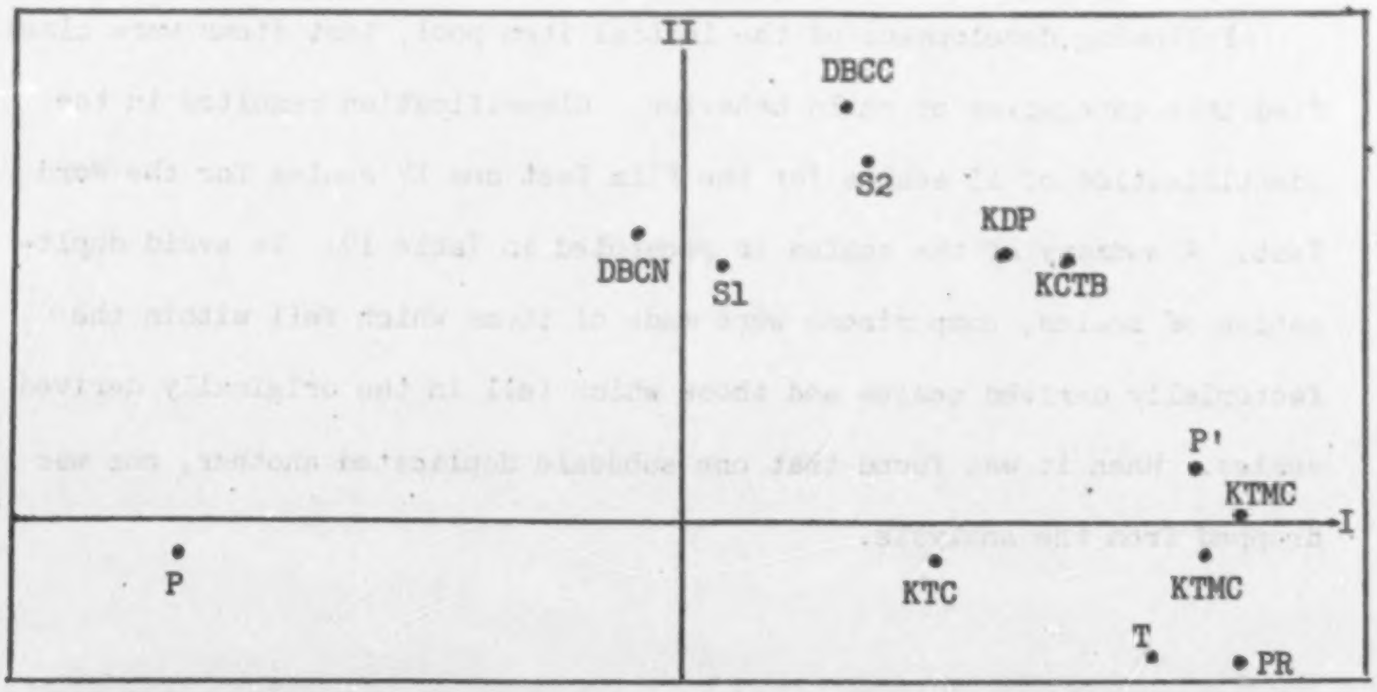

Figure 5. Plot of subscale vectors for the Word Test on Factors I and II

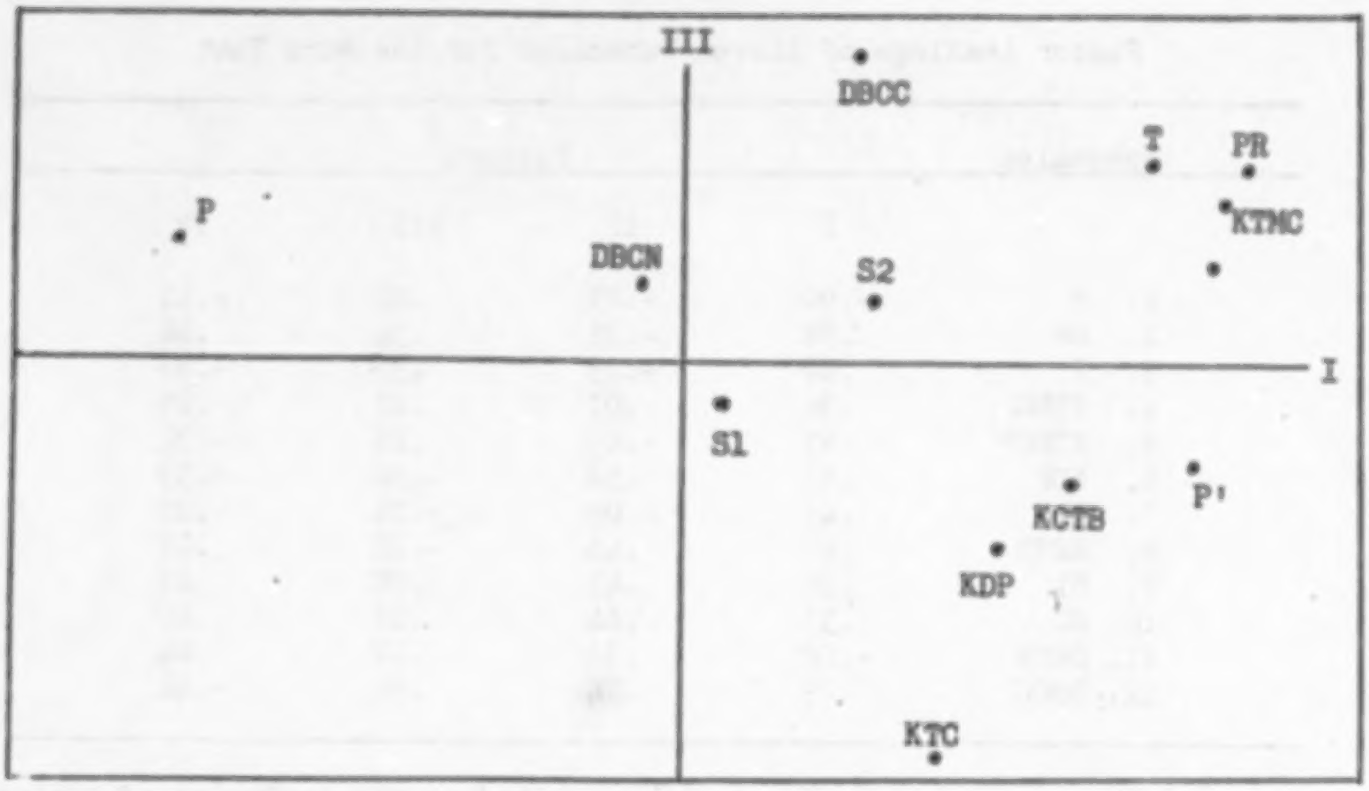

Figure 6. Plot of subscale vectors for the Word Test on Factors I and III

Articulation of Factorially Derived and Original Classes of Child Behavior Scales

Following development of the initial item pool, test items were classified into categories of child behavior. Classification resulted in the identification of 15 scales for the Film Test and 17 scales for the Word Test. A summary of the scales is presented in Table 19. To avoid duplication of scales, comparisons were made of items which fell within the factorially derived scales and those which fell in the originally derived scales. When it was found that one subscale duplicated another, one was dropped from the analysis.

Table 19

Predictor Scales Derived from Classes of Child Behavior

Film Test	Word Test
CHILD PURE SCALES:	CHILD PURE SCALES
1. Noninvolvement in Group Goal	1. Noninvolvement in Group Goal
2. Intense Social Involvement	2. Intense Social Involvement
3. Routine Classroom Functions	3. Routine Classroom Functions
4. Rule Breaking Behavior	4. Rule Breaking Behavior
5. Conflict Behavior	5. Conflict Behavior
TEACHER PURE SCALES:	TEACHER PURE SCALES:
1. Philosophy: Choice-Structure	1. Philosophy: Choice-Structure
2. Approach: Choice-Structure	2. Approach: Choice-Structure
3. Teacher Characteristics	3. Teacher Characteristics
DOUBLE LOADED SCALES	DOUBLE LOADED SCALES
1. Pursuing of Group Goal	1. Pursuing of Group Goal
a. Choice-Structure	a. Choice-Structure
b. Response to Deviation	b. Response to Deviation
2. Social Behavior	2. Social Behavior
a. No Scale	a. Choice-Structure
b. Response to Deviation	b. Response to Deviation
3. Routine Classroom Functions	3. Routine Classroom Functions
a. No Scale	a. Choice-Structure
b. Response to Deviation	b. Response to Deviation
4. Rule Breaking Behavior	4. Rule Breaking Behavior
a. No Scale	a. Choice-Structure
b. Response to Deviation	b. Response to Deviation
5. Conflict Behavior	5. Conflict Behavior
a. No Scale	a. No Scale
b. Response to Deviation	b. No Scale
6. Teacher Characteristics	6. Teacher Characteristics

It was found that items which were placed in the original Child Pure Scales for both the Film and Word tests almost without exception were included in the Interpersonal Awareness Scales for both tests; therefore, the originally derived scales were excluded from further consideration. In the Word Test items the four Response to Deviation Scales were identical to those in the Management I Scale; therefore, the Response to Deviation Scales were also excluded. In the Film Test the items in the Response to Deviation Scales in categories one, four, and five, were identical to Management I items; therefore, those Response to Deviation Scales were excluded. Items in the Response to Deviation Scales for categories two and three, however, were found to be independent of any of the factorially derived scales of the Film Test. These were combined to make a single Response to Deviation Scale.

Items in the Orientation to Structure Scales for both the Film and Word tests were also found to be independent of any of the factorially derived scales. The single Orientation to Structure Scale in the Film Test was maintained. The four Orientation to Structure Scales in the Word Test were combined to form a single scale.

The four remaining originally derived scales were maintained in their original form.

Summary of Predictor Scales for Film and Word Tests

A list of scales from the Film and Word tests used as predictors in the study is presented with their reliability estimates in Table 20. Included in the list are scales identified on the basis of physical characteristics of the items, i.e., General-Interpretive, General-Sanction,

Table 20

Summary of Final Predictor Scale in Film and Word Tests With Reliability Coefficients

Film Test

Scale	Reliability
1. Management I	.752
2. Interpersonal Awareness	.883
3. Technique Awareness	.656
4. Management II	.752
5. Response to Deviation	.651
6. Orientation to Structure	.009*
7. Philosophy of Structure	.510
8. Approach to Structure	.718
9. Teacher Characteristics	.631
10. General-Interpretive Items	.512
11. General-Sanction Items	-.024*
12. Specific-Interpretive Items	.915
13. Specific-Sanction Items	.785
14. Total Test	.915

* Unreliable and thus dropped from the predictive scheme

Word Test

Scale	Reliability
1. Management I	.782
2. Interpersonal Awareness	.818
3. Technique Awareness	.702
4. Management II	.834
5. Orientation to Strategies	.546
6. Orientation to Structure	.864
7. Philosophy of Structure	.740
8. Approach to Structure	.730
9. Teacher Characteristics	.868
10. General-Interpretive Items	.832
11. General Sanction Items	.301
12. Specific-Interpretive Items	.929
13. Specific-Sanction Items	.784
14. Total Test	.940

Specific-Interpretive, and Specific-Sanction. Obviously items comprising the derived scales fall in one of these four scales each of which is mutually exclusive. Total test score was also included in the list.

Scales which demonstrated questionable reliability were eliminated from further consideration as predictors.

Episode Scales for Film and Word Tests. Another set of scores which were available as predictors but which have not as yet been discussed were those obtained for each of the 13 episodes of both the Film and Word tests. Obviously there is little rational basis for use of such scores as predictors in the final analysis; however, previous experience (Schalock, 1961) indicated that episodes do elicit differential reactions from test respondents and throughout this project the episodes reflected differential appeal and characteristics. For these reasons they were considered as another potential set of predictors.

Split-half reliability coefficients for the episode scores of the Film and Word tests are presented in Table 21. Episodes which had reliability coefficients below .50 were not included in the final stages of analysis.

Development of Scales for the Simulation Test

Of the variety of scores obtainable from the written responses to the simulation test, two classes of scores were adopted. The first class of scores involved a judgment of adequacy of responses. These judgments of adequacy were made by project staff members using criteria established by the same group of three consultants. A second class of scores reflected parameters of the model of teaching behavior. Fifteen

Table 21

Split-Half Reliability Coefficients for Episode Scores Film and Word Tests

	Reliability	
Episode	Word Test	Film Test
I	.803	.586
II	.168*	.678
III	.639	.657
IV	.759	.367*
V	.504	.514
VI	.750	.856
VII	.624	.786
VIII	.672	.818
IX	.440*	.830
X	.620	.741
XI	.457*	.797
XII	.173*	.513
XIII	.832	.688

* Reliability coefficients fell below the arbitrary level of .50, and thus were not included in the prediction equation.

scales of the latter type were identified initially. A list of these scales, and their relationship to the model of teaching behavior is presented in Table 22. More precise definitions of these scales and directions for scoring with each scale are presented in Appendix Y. These scales were developed to provide information regarding respondents' "direction" or orientation with respect to parameters of the model of teaching behavior.

Project staff members worked in two-man teams to determine the directionality scores for each subject. The teams read and discussed each response and then independently assigned a score for each scale for that response. The team then reached consensus. Two teams each scored half of the written protocols. To obtain some indication of reliability

Table 22

Simulator Scales Developed in Relation to the Model of Teaching Behavior

Scale	Model Parameter
Management Variable	
1. Accepting - Terminating	Degree of Control
2. Power	Power
3. Address to Individual	Individual vs. Group Focus
4. Address to Group	Individual vs. Group Focus
5. Facilitating vs. Directing	Facilitating vs. Directing
6. Questioning Mode	Questioning vs. Statement
7. Statement Mode	Questining vs. Statement
Interpersonal Orientation Variable	
8. Sensitivity - Perceptivity	Sensitivity - Perceptivity
9. Concern for Individual	
10. Concern for Group	
11. Trust II	Trust in wisdom of another's behavior toward others
12. Trust III	Trust in behavior of another toward oneself
13. Unique vs. Categorical	
14. Academic Focus	
15. Personal Focus	

each team rescored four protocols previously scored by the other team resulting in eight protocols which were scored twice. Scores were reported in ratio form, components of which appear in Appendix Z for each scale. Reliability is difficult to assess with data in this form. It was decided arbitrarily to identify as inter-team disagreement any variance of three or more frequencies in either the numerator or the denominator for each score. Using this base, each measure was then checked to see the number of disagreements between teams that appeared across the eight protocols. These data are presented in Table 23. Using three disagreements or less across the eight protocols as the measure of acceptable reliability, three scales were suspect: (1) Facilitative vs. Directive, (2) Trust I, and (3) Unique vs. Categorical measure. The errors in the Unique vs. Categorical scale, however, were not extreme. Of the four errors made in this scale, three of them involved differences of only three frequencies in the numerator. In all instances the denominator figure was the same. Also in these three instances the directionality of the data was clearly established. For example, two of the measures involved errors of 2/10 vs. 5/10 and the other involved an error of 7/10 vs. 10/11. For this reason it was decided to include the Unique vs. Categorical category measure in the data even though it was a relatively unreliable measure by criteria arbitrarily established.

For analysis purposes, ratio data obtained from the scoring of written protocols were converted to T scores ($\bar{X} = 50$, $\sigma = 10$).

To maintain some degree of consistency between scales developed for the Film and Word tests and those developed for the Simulation Test, a centroid factor analysis of the 13 direction scales of the Simulation Test was made.[1] Four of the obtained factors had root size larger than, or nearly, unity and were used in a visual rotation to clarify the configuration. The factor matrix resulting from the rotation is presented

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[1] This analysis was delayed until the final analysis phase which is reported in Chapter VII. The delay resulted from an initial reluctance to submit observational data to factor analysis, a practice not commonly reported. When it became apparent that such data were amenable to factor analytic techniques, the analyses were made and adjustments in the final analysis procedure were necessitated.

Table 23

Reliability of Teams in Scoring Directional Scales of Simulator Test

Subject \ Scale	Accept Term.	Power	Focus of Address Indiv.	Focus of Address Group	Facil.	Quest.	Statement	Sensit. Percept.	Focus of Concern Group	Focus of Concern Indiv.	Trust II	Trust III	Unique vs. Categorical	Acad.	Pers.
1. Team A	8/11	7/11	8/10	3/10	5/10	4/10	8/10	2/10	8/10	4/10	6/10	17/20	2/10	9/10	3/10
Team B	8/10	7/10	8/10	3/10	3/10	4/10	7/10	4/10	5/10	8/10	2/10	15/20	5/10	8/10	4/10
2. Team A	5/11	8/11	8/11	3/11	2/11	1/11	6/11	5/11	7/11	8/11	2/11	15/21	3/11	10/11	3/11
Team B	7/10	9/10	6/7	2/7	6/9	3/7	5/7	1/10	8/9	7/9	7/9	15/18	2/9	9/9	3/9
3. Team A	8/11	10/11	7/9	3/9	8/10	1/9	8/9	8/10	6/10	9/10	10/11	18/22	6/11	10/10	8/10
Team B	8/11	9/11	8/9	2/9	9/11	1/9	8/9	5/11	6/11	8/11	9/11	19/22	7/11	11/11	3/11
4. Team A	9/11	10/11	7/8	1/8	7/8	4/8	6/8	9/11	9/99	7/11	10/11	19/22	5/11	9/11	10/11
Team B	9/11	10/11	7/8	1/8	9/11	4/7	5/7	7/11	7/11	8/11	6/11	18/22	10/11	11/11	7/11
5. Team A	8/11	11/11	8/9	3/9	8/10	4/9	7/9	1/11	10/11	9/11	11/11	20/22	3/11	10/11	5/11
Team B	9/11	11/11	8/9	2/9	11/11	6/8	7/8	4/11	9/11	7/11	4/11	17/22	5/11	10/11	5/11
6. Team A	8/11	10/11	9/9	0/9	4/9	2/9	7/8	2/11	3/11	11/11	8/9	18/19	2/11	10/11	5/11
Team B	8/11	9/11	9/9	0/9	8/11	4/9	7/9	0/11	3/11	11/11	7/11	18/22	6/11	11/11	3/11
7. Team A	5/11	5/11	7/9	2/9	1/9	1/9	8/9	0/11	6/11	8/11	10/11	18/22	1/11	11/11	0/11
Team B	4/11	4/11	8/10	2/10	5/11	2/9	8/9	1/11	10/11	6/11	7/11	15/22	2/11	11/11	2/11
8. Team A	11/11	11/11	7/8	2/8	11/11	3/7	4/7	7/11	10/11	1/11	10/11	22/22	7/11	7/11	10/11
Team B	11/11	11/11	7/8	2/8	10/11	3/7	5/7	8/11	5/11	10/11	4/11	15/22	10/11	6/11	8/11
Disagreement	0	0	1	1	5	2	1	3	2	2	6	1	4	0	1

* Heavy lined squares represent cells where the observer teams were in disagreement.

in Table 24 and the plot of scale vectors on Factors I and II is presented in Figure 7. This analysis suggested (1) combination of Permissive-Restrictive (Accepting-Terminating), Power, and Concern for Individuals scales into a single Management Scale; (2) combination of the Sensitivity-Perceptivity, Trust III and Personal Focus scales into a single Interpersonal Awareness scale; and (3) combination of the Address to Group, Statement, and Concern for Group into a single Structure scale. The remaining four scales (Address to Individuals, Question, Trust II, and Academic Focus) were retained as separate scales.

A third class of scales was developed for the Simulation Test on the basis of observational data used for criterion purposes. Six scales of this type were identified (1) Tolerance for Changeworthy Behavior, (2) Warmth, (3) Respect for Individuality of Children, (4) Comfortableness, (5) Intellectuality, and (6) Consistency. Two teams again each scored one-half of the protocols. A rating between 1 and 5 was made for each of the 12 problem situations for which a particular scale was appropriate. In many instances teams could not appropriately assign scores to the responses. Problem situation scores were determined and a mean score for each scale reported for each subject. Evidence of the reliability of the two teams is presented in Table 25. These data were again taken from the eight protocols scored by both teams. The reported values are mean scores. Zero entries indicate that the team was unable to judge the responses relative to the scale.

Although the reliability of the scales is not particularly high, all were maintained because of the relatively direct relationship to observational criterion data.

Table 24

Factor Loadings of Thirteen Subscales for the Simulation Test

Subscale	Factor			
	I	II	III	IV
Permissive-Restrictive	.11	.73	.03	.28
Power	-.17	.73	-.10	-.01
Address to Individual	-.44	-.12	.58	-.01
Address to Group	.32	.12	-.62	-.03
Question	-.29	.25	-.06	.51
Statement	.10	-.12	.08	-.46
Sensitivity-Perceptivity	.61	.19	.17	-.19
Concern for Group	.42	-.39	-.24	.21
Concern for Individuals	-.03	.70	.04	-.46
Trust II	.21	.40	-.41	.25
Trust III	.65	.37	.39	.05
Academic Focus	-.21	-.29	-.58	-.09
Personal Focus	.49	.37	.26	-.11

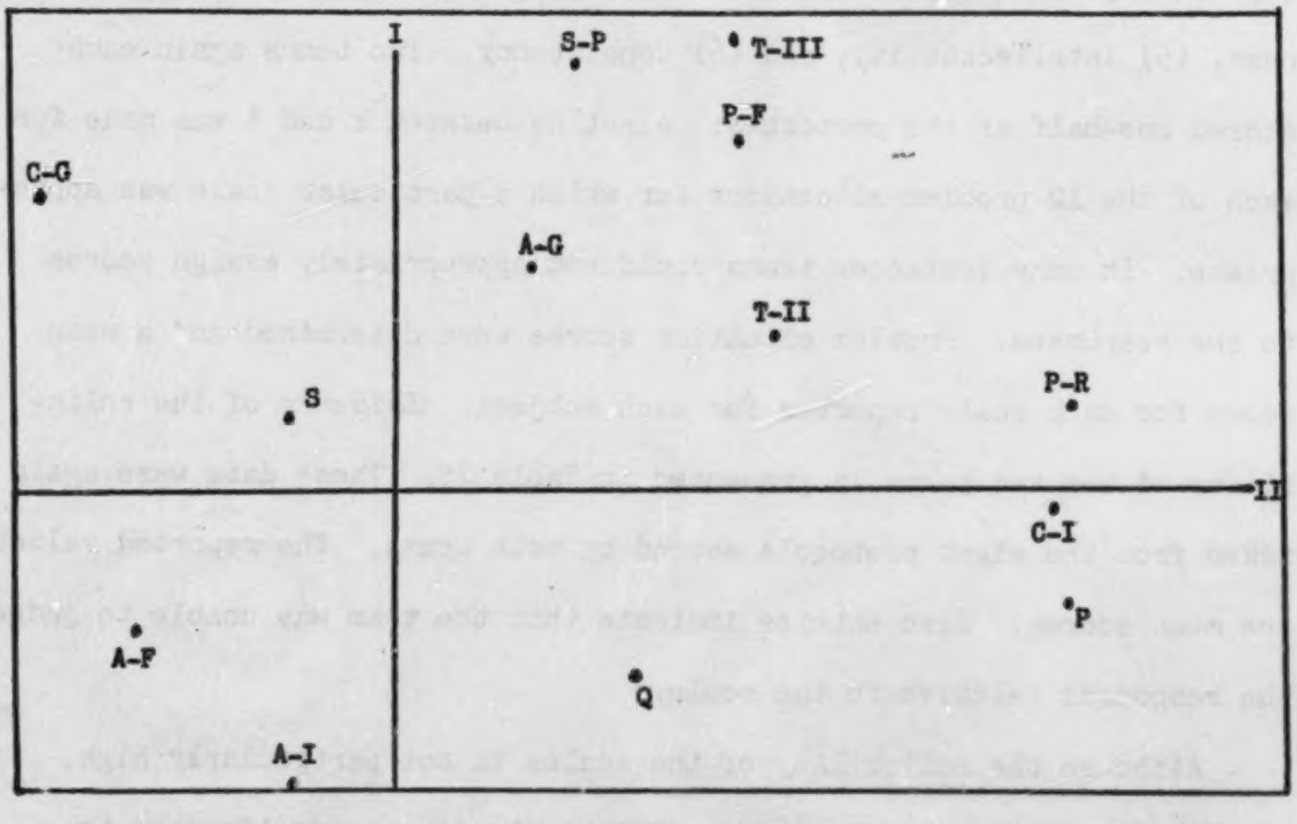

Figure 7. Plot of subscale vectors for the Simulation Test on Factors I and II

Table 25

Reliability of Scoring Teams in Assigning Criterion Rating Scale Scores to Simulation Data

Protocol and Team		Tolerance for Changeworthy Behavior	Warmth	Respect for Individuality of Children	Comfortableness	Intellec-tuality	Consistency
1.	A	3.3	4.3	4.2	3.0	4.0	2.8
	B	0.0	4.8	0.0	3.8	4.2	4.2
2.	A	2.2	3.8	2.9	3.0	2.0	3.2
	B	0.0	1.1	0.0	1.1	2.1	1.8
3.	A	2.5	3.5	4.0	3.5	3.8	3.8
	B	0.0	2.3	0.0	1.8	3.0	4.0
4.	A	1.0	2.0	2.2	2.0	3.2	2.0
	B	0.0	1.5	0.0	1.2	2.0	1.0
5.	A	0.0	3.8	0.0	3.0	3.5	3.2
	B	0.0	1.8	0.0	1.1	2.8	2.2
6.	A	0.0	3.0	0.0	2.0	3.3	2.8
	B	0.0	3.5	0.0	2.0	4.5	3.7
7.	A	0.0	2.7	0.0	1.5	2.8	2.0
	B	0.0	1.4	0.0	1.0	2.5	2.0
8.	A	0.0	2.0	0.0	2.0	3.0	2.8
	B	0.0	1.9	0.0	2.0	2.0	2.0

Development of Final Criterion Scores

Several considerations directed development of the various criterion measures finally adopted for this project; (1) attempts to quantitatively represent sufficiently complex behavior to satisfy requirements of the study, (2) relationships of directly observed instances of teacher-child interaction to parameters of the model of teaching behavior, and (3) determination of reliability. Fifteen scales were finally adopted for use as criterion measures in this study.

For the most part, categories used in the observational system were not closely related to variables in the model of teaching behavior. This is largely the result of having developed the observational system prior to development of the model. Additionally many variables of the model were not readily observable without a great deal of "free" judgment by observers (e.g., Permissiveness, Restrictiveness, Trust, Tolerance, Sensitivity-Perceptivity). Rather than replace the observational system with rather gross ratings of the behaviors, attempts were made to express the presence of such characteristics with a single score which was a composite of many observed teacher-child interacts. For example, the characteristic Power was represented by the ratio of the number of times the teacher responded to student initiations with unqualified changing behaviors (Cu) to the total number of times she chose to change the behavior regardless of how she chose to change the behavior (Cu + Cq + Cpers). The 15 criterion behaviors finally adopted appear in Table 26. Definitions of the elements for each criterion score appeared in Chapter III.

The last four criterion measures presented in Table 26 are based upon ratings made by each observer during each observation period.

Ratings for each scale were made along a five point continuum.

It was felt that the criterion measures were characterized by three features which gave them particular strength for this project.

1) They are theoretically relevant, i.e., they related to dimensions with the model of teaching behavior and, as a consequence, exhibit a close tie to predictive instruments developed.

2) They are complex in the sense that they represent a pooling of a number of conceptually or theoretically related behaviors into a ratio or combination score. This should provide a much more stable and comprehensive measure than would single isolated behaviors measured within the classroom.

3) The measures take full advantage of the power of the observational system in the sense that it ties (a) to the various classes of child behavior, (b) to the teacher's response to the children, and (c) to the child's response to the teacher. So far as we know this is the first time that observational data have been used in this particular way, and on a priori grounds the measures derived by means of this procedure are most promising.

Table 26

Criterion Measures Used in the Study

Measure	Source
Observational Data	
1. Permissive-Restrictive	1. $\frac{\text{Total Cu + Cq + Cpers}}{\text{All Teacher Acts}}$
2. Power	2. $\frac{\text{Total Cu}}{\text{Total Cu + Cq + Cpers}}$
3. Consideration I	3. $\frac{\text{Total Ru + Rq + Cq}}{\text{Total Ru + Rq + Cq + Cut Cpers} + P_p + \text{Ig}}$
4. Consideration II	4. $\frac{\text{Total T + I + Sh + Sit Q in response to child initiations in categories 2, 3 and 4}}{\text{All of the above plus all other teacher responses to child initiations in categories 2, 3, and 4}}$
5. Affective Orientation of Teacher	5. $\frac{\text{Total (+)}}{\text{Total (+) + (-) + (✓)}}$
6. Teacher Success in Obtaining Cooperation or Compliance	6. $\frac{\text{Total child responses of au, +, i or i} \rightarrow \text{to teacher Cu, Cq, Cpers, Sq, of D actions}}{\text{All of the above + all other child responses to these teacher actions.}}$
7. Teacher Approachableness	7. Total child category 2, 3, and 4 entries, including questions (2→, 3→, 4→) in Flow Pattern III.
8. Individual vs. Group Focus	8. $\frac{\text{Total teacher acts directed to group or part group}}{\text{Total Teacher Acts}}$
9. Teacher vs. Child Focus	9. $\frac{\text{Total Flow Pattern III entries}}{\text{Total Teacher Acts}}$
10. Directing vs. Facilitating	10. $\frac{\text{Total Sq}}{\text{Total Sq + Sl + Sh + Se including questions in any category}}$

(Table 26 cont'd.)

Measure	Source
Observational Data	
11. Question vs. Statement	11. $\frac{\text{Total Si + Sh + Sg}}{\text{Total Si + Sh + Sg}}$
Rating Scale Data	
12. Permissive-Restrictive	12. Ratings on Tolerance for Changeworthy Behavior Scale
13. Consideration	13. Rating on Respect for Individuality Scale
14. Classroom Climate	14. Rating on Warmth and Harmony Scales
15. Total Teacher Characteristics	14. Total of all scale ratings

Reliability of Criterion Measures

Determination of criterion reliability was accomplished in a manner similar to that reported for the Simulation Test scores. It should be emphasized that this is a departure from traditional techniques used for determining interobserver reliability. Traditionally observer reliability is determined by comparing two or more observers' reports of a single event or series of events. Such practice is subject to considerable error and resulting data are difficult to interpret.

In this study interobserver comparisons were made; however, comparisons of the resulting criterion scores were made instead of comparisons of the various composites of these scores. These comparisons were made for two reasons: (1) information regarding reliability of criterion measures used was needed rather than information regarding reliability of observations of discrete interacts, and (2) the observational system was simply too complex for usual reliability practices.

Each observer was paired with another observer on at least two separate occasions. The pair of observers recorded teacher behavior for two 30-minute periods on each occasion. The records of these observations were then scored according to the derived criterion scales. Data obtained from the reliability observations is presented in Table 27. Entries in Table 27 are (1) ratios and their corresponding decimal equivalents or (2) appropriate rating scale scores. The heavily outlined cells are those in which the two observers revealed wide discrepancies. It is obvious that some scales were more susceptible to observer error than others, (e.g., the Consideration I, Affective Orientation, Classroom Climate, and Child vs. Teacher Focus Scales). Similarly specific pairs of observers appeared to reveal wider discrepancies (e.g., Number 5 and Number 2; Number 5 and Number 1), than other pairs of observers.

No absolute criterion of reliability was established. All criterion measures were retained for further analysis. This was not without the realization that reliability was questionable. Some measures were undoubtedly less reliable than would seem desirable; however, the overall per cent of agreement of observers was 73 per cent and errors which were made were not consistent over observers. Additionally the writers were curious as to the degree of predictability that could be attained with criterion scores of unknown reliability and therefore chose to retain the scores for further analysis.

Table 27

Reliability Data for the Criterion Measures

Scale Observers	Permissive-Restrictive	Tolerance for Changeworthy Behavior	Power	Consideration I	Consideration II	Consideration III	Affective Orientation
1 2	10/155 - .065 13/123 - .106	4.0 4.0	7/10 - .700 6/13 - .462	13/22 - .591 10/20 - .500	14/19 - .737 2/5 - .400	2.0 2.3	2/2 - 1.000 0.1 - 0.000
3 1	2/75 - .027 2/74 - .027	2.0 2.5	1/2 - .500 2/2 - 1.000	4/8 - .500 1/7 - .143	16/23 - .696 27/33 - .818	3.0 1.0	1/1 - 1.000 0/0 - 0.000
1 4	6/127 - .047 5/188 - .027	3.0 4.0	6/6 - 1.000 5/5 - 1.000	19/25 - .760 18/23 - .783	10/14 - .714 19/20 - .950	3.0 2.8	6/9 - .667 3/3 - 1.000
4 3	1/75 - .013 0/75 - .000	4.0 2.5	1/1 - 1.000 0/0	4/5 - .800 4/4 - 1.000	1/3 - .333 1/1 - 1.000	2.3 3.0	4/7 - .571 2/7 - 1.000
2 5	5/122 - .041 3/207 - .014	3.5 2.5	5/5 - 1.000 1/3 - .333	5/10 - .500 14/18 - .778	6/8 - .750 4/8 - .500	3.0 3.0	0/0 17/17- 1.000
4 2	16/122 - .131 16/110 - .145	3.4 3.6	4/16 - .250 6/16 - .375	4/21 - .190 3/19 - .158	6/12 - .500 11/14 - .786	2.0 2.6	4/4 - 1.000 0/0
5 1	5/106 - .047 0/81 - .000	3.5 2.5	3/5 - .600 0/0	4/12 - .333 3/3 - 1.000	14/29 - .482 19/35 - .543	3.0 1.0	1/3 - .333 0/3 - .000
2 6	1/50 - .020 1/59 - .017	2.0 4.0	1/1 - 1.000 1/1 - 1.000	3/4 - .750 4/8 - .500	2/2 - 1.000 3/7 - .429	2.0 1.0	1/1 - 1.000 3/3 - 1.000
6 3	3/103 - .029 3/83 - .036	4.0 4.0	3/3 - 1.000 3/3 - 1.999	1/8 - .125 2/5 - .400	25/30 - .833 24/27 - .889	3.0 4.0	0/6 - .000 1/6 - .167
3 2	5/101 - .050 6/91 - .066	3.5 4.0	3/5 - .600 6/6 - 1.000	2/5 - .400 1/8 - .125	11/13 - .846 10/13 - .769	2.0 3.0	2/3 - .667 0/0

Table 27 (Cont'd.)

Reliability Data for the Criterion Measures

Scale Observers	Warmth & Harmony	Teacher Success	Teacher Approachableness	Individual vs. Group	Child vs. Teacher	Directing Facilitating	Question Statement	Total Teacher Characteristics
1	4.7	58/65 - .892	19	42/155 - .271	41/155 - .265	39/104 - .375	23/94 - .245	16.2
2	6.8	51/55 - .927	5	50/123 - .407	17/123 - .138	36/92 - .391	29/85 - .341	17.6
3	7.0	18/18 - 1.000	23	5/75 - .067	23/75 - .307	6/41 - .146	25/32 - .781	21.0
1	3.0	16/17 - .941	33	5/74 - .068	36/74 - .486	3/36 - .083	26/30 - .867	10.0
1	4.7	38/38 - 1.000	14	33/127 - .260	22/127 - .173	30/95 - .316	35/86 - .407	16.6
4	3.3	45/45 - 1.000	20	8/188 - .043	46/188 - .245	40/146 - .274	44/144 - .306	15.5
4	3.7	26/27 - .963	3	25/65 - .333	3/75 - .040	20/52 - .385	11/42 - .262	16.5
3	4.0	32/35 - .914	1	23/75 - .307	1/75 - .013	25/53 - .472	15/41 - .366	16.0
2	5.0	38/39 - .974	8	74/122 - .607	15/122 - .123	32/103 - .311	51/90 - .567	18.3
5	4.5	49/49 - 1.000	8	73/207 - .353	16/207 - .077	44/172 - .256	84/161 - .522	17.0
4	2.9	43/43 - 1.000	12	18/122 - .148	18/122 - .148	27/73 - .370	29/71 - .408	12.3
2	5.0	40/42 - .952	14	23/110 - .209	22/110 - .200	24/77 - .312	30/75 - .400	17.0
5	6.0	30/32 - .738	29	13/106 - .123	32/106 - .302	25/77 - .325	30/75 - .400	19.5
1	3.0	30/30 - 1.000	35	6/81 - .074	36/81 - .444	29/64 - .453	13/56 - .232	10.0
2	4.0	26/26 - 1.000	2	11/50 - .220	10/50 - .200	25/40 - .625	15/40 - .375	14.2
6	2.0	25/25 - 1.000	7	18/59 - .305	10/59 - .169	24/45 - .533	13/42 - .310	10.0
6	6.0	12/15 - .800	30	15/103 - .146	52/103 - .505	11/82 - .134	32/72 - .444	22.0
3	7.0	13/17 - .765	27	16/83 - .193	29/83 - .349	12/73 - .164	23/65 - .354	25.0
3	5.8	43/44 - .977	13	37/101 - .366	19/101 - .188	37/91 - .407	21/86 - .241	18.3
2	6.0	36/36 - 1.000	13	30/91 - .330	17/91 - .187	28/77 - .364	21/71 - .296	22.3

One final attempt to determine reliability is presented in Table 28. The entries in Table 28 are correlations between observers over the 15 criterion measures. Although the entries are consistently high, the suitability of the data for this purpose is questionable. The results are reported only to satisfy the quantitatively oriented reader's thirst for numbers.

Table 28

Interobserver Reliability Correlations Computed
Over All Criterion Scales

	1	2	3	4	5	6
1		.891	.878	.969	.825	
2	.891		.915	.950	.807	.915
3	.878	.915		.879		.959
4	.969	.950	.879			
5	.825	.807				
6		.915	.959			

For use in final analysis procedures all criterion scores were converted to standard T scores ($\bar{X} = 50, \sigma = 10$).

The development of subscales for the Word Test, Film Test and Simulation Test, as well as the final criterion measures were reported in this chapter. A description of the student teacher sample and the test procedures employed are reported in the next chapter.

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Chapter VI

Data Collection

Data used in the study were obtained from forty senior women majoring in elementary education with specialization in primary grade levels. Only those women who were student teachers during the winter and spring quarters of 1964 within a 60 mile radius of Oregon State University (OSU) and who volunteered to participate were selected. Student teachers included in the study were trained at Oregon State University and Oregon College of Education (OCE).

During the academic quarter prior to that during which subjects student taught, luncheon meetings were held at which time the project was explained to eligible women and their participation enlisted. Of the approximately 90 women who attended these meetings, 53 volunteered for the project. Personal contacts characterized by appeals to "professional values" failed to elicit further volunteers. Reasons for not participating can only be surmized; however, it was felt that many women failed to volunteer because anxieties resulting from real or imagined pressures surrounding student-teaching experiences. Such anxieties were also noted to some degree in those who did volunteer, (e.g., it was necessary to drop one subject from the study on the final day of observation simply because her anxiety became so great she requested she not be observed on that day). Subject anxiety, changes in student teaching assignments, and other considerations further attenuated the sample to its final size.

In general, the 27 women from OSU and 13 women from OCE, for which data were available, were considered representative of all student teachers. Such a conclusion, however, probably should be tempered by realization of the voluntary aspects and attenuating conditions which characterized their selection.

Test Administration

The four tests, MTAI, Word Test, Film Test, and Simulation Test, were administered in randomized order to the subjects. This administration was completed in group settings (each group was necessarily small--four to 12 subjects) approximately one month prior to the beginning of the academic quarter during which subjects were student teaching. Total administration time was approximately five hours although this varied over individuals. At least ten minutes separated each testing period, during which time subjects were able to fortify themselves with coffee and refreshments.

Classroom Observations

Each subject was observed for six 30-minute periods during the final two weeks of her student-teaching experience. Observations were made on days approximately one week apart by two different observers. Three 30-minute observations were made each day, two in the morning and one in the afternoon. During each observational period, subjects had primary teaching responsibilities in their rooms. Morning observational periods were characterized by relatively structured activities involving students in group settings. Afternoon periods, on the other hand, were generally characterized by unstructured individual activities. Such a schedule was devised to obtain a ratio of observations of teacher behavior in structured and unstructured activities roughly equivalent to that found in regular school activities.

Prior to actual observation, participating school personnel and college supervisors were oriented to the project and procedures to be employed. In addition, a practice observation was made in each subject's room one week prior to actual observations. During the practice observation, a staff member followed the observation procedures for one 30-minute period after which the supervising teacher, subject, and students were permitted to ask questions and express concerns regarding the technique. In most cases only a single practice observation was made; however, in a few instances, where the anxiety level of supervising teacher or subject appeared to be high, a second practice observation was necessary. In no case was a second practice session required because of student anxiety.

When observers arrived to record actual observations, they spent ten or fifteen minutes becoming familiar with the nature of interaction in the classroom, the setting, the traffic patterns, etc. This was, in a sense, an "acclimatization" period for observers. Once observation began, it continued for 30 minutes uninterrupted. While observing, observers were seated in unobtusive positions that enabled them to see the subject and hear all that she said to students. There was no interaction between observer and students or between observer and subject. When the 30-minute period of observation was complete, the observer quietly left the room, returning when the next observation period was scheduled. Rating measures were completed immediately after leaving the classroom following an observation period.

Observer Influence. The question of observer influence always enters a study using measures of this kind. Presently there is little empirical evidence relative to the issue, but from what is available, and from the impressions of researchers who have used observers extensively in schools and homes, it is generally concluded that while an observer's influence may be felt in initial observations, the influence will decrease and become relatively inconsequential with time (Schalock, 1961; Heyns &

Lippitt, 1954). Evidence from the Utah study (Hughes, 1959), limited as it was, also suggested lack of measurable observer influence in classroom observation. Hughes, et al. hypothesized that if a teacher were made nervous by the presence of an observer she would be more active on the initial observation than on subsequent ones. No evidence was found in this study to support this hypothesis. On these bases, and with the practice observation prior to observation for purposes of data collection, it was assumed that observer influence was minimal.

Data

Raw scores obtained by subjects for the Word Test, Film Test and MTAI appear in Appendix Y. It will be recalled that the Word and Film tests and the MTAI were scored in such a way that test scores could be used without transformation. Raw data obtained from responses to the Simulation Test and observations, however, were proportional in nature and were transformed to standard scores ($\overline{X} = 50$, $\sigma = 10$) for purposes of analysis. The standard score data for the Simulation Test appear in Appendix Z and for the observationally derived criterion measures in Appendix AA.

Following the data collection phase of the project, analysis was begun. A description of analysis procedures and results follows in the next chapter.

Chapter VII

Results

Basic to the study was the hypothesis that stimulus and response complexity of a test is related to its efficiency in predicting complex behavior. Specifically, the hypothesis was: "As stimuli presented to respondents in tests increase in their approximation to the complexity of related life behavior, efficiency of tests in predicting life behavior will increase. Four instruments, the MTAI, the Word Test, the Film Test, and the Simulation Test, were used. It was felt that these tests represented different levels of stimulus and response complexity. Fifteen criterion behaviors were used, each of which was considered to be some form of complex teacher behavior. Testing of the basic hypothesis required evidence regarding the predictive ability of each instrument. With such evidence available, comparisons could be made of the predictive effectiveness for each instrument relative to each criterion behavior.

Some Considerations Regarding Tests of the Hypothesis

Had each of the instruments yielded only a single score, the basic hypothesis could have been tested with relative ease. This would have required only a single regression analysis for each criterion behavior from which relative effectiveness of the four instruments could have been determined by comparing the amount of criterion variance accounted for by each predictive instrument. Identification of subscales within each predictive instrument added complexity to such analysis procedures.

Two alternative tests of the hypothesis seem possible. First, all subscales of all instruments could be utilized in a single regression analysis for each criterion behavior. Surely this would provide evidence regarding the amount of criterion variance explained by each subscale but the question of substantiating the basic hypothesis would remain in doubt. For example, (1) is the hypothesis substantiated if, and only if, all subscales within a given instrument prove superior to all subscales of another instrument, (2) must the majority of subscales of one instrument be superior to a majority of those of another instrument, (3), must the sum of variance accounted for by one set of subscales exceed that of another set?

A second test of the hypothesis might be made by making a separate regression analysis for each set of subscales (i.e., subscales for a given test) for each criterion behavior. Comparisons could then be made of amounts of criterion behavior variance accounted for by each instrument, these estimates being revealed by the square of the coefficient of multiple correlation (R^2). While such a procedure provides some direct evidence, it is limited by the nature of multiple regression techniques which attempt to identify a hyperplane within the multidimensional predictor space. The identification of hyperplane is dependent upon the predictors used and it is likely that interactions between sets of subscales would result in identification of a hyperplane quite different from that identified within sets of subscales.

Results

Three levels of regression analyses were used in this study: Level I, regression analyses involving only total test scores, Level II, regression analyses using subscales of each instrument, and Level III, regression analyses which used as predictors the most effective subscales for each instrument identified in Level II analyses.[1]

Distributions of Predictor and Criterion Scores

Frequency distributions of all predictor and criterion scores were prepared. It was noted that without exception all distributions were unimodal and approached normality although most distributions were somewhat positively skewed. It was, therefore, felt that basic assumptions regarding normality of data required for regression analysis were not violated too greatly.

Level I Regression Analyses

Fifteen regression analyses, one for each criterion behavior, were made using in each case the total scores for the MTAI, Word Test, Film Test, and Simulation Test as the predictor variables. The results of these analyses are presented in Table 29. The entries in Table 29 are per cent of criterion variance accounted for by each predictor. Two characteristics are noticeable. First, combinations of total test scores failed to predict effectively any of the criterion behaviors. Secondly when comparing effectiveness of predictions, the Word Test appeared to be vastly superior to the other tests.

Page (1963) reported a procedure for testing significance of ordered hypotheses. The procedure, which is called the L test, tests the hypothesis

$$H: m_1 > m_2 > \ldots . m_k,$$

---

[1] The Level III analyses did not use all subscales because this would have resulted in almost as many predictors as there were subjects--a violation of sound analysis procedure.

Table 29

Summary of Level I Regression Analyses -- Per Cent of Criterion Variance Accounted for by Total Test Scores

Criterion Behavior	MTAI	Word Test	Film Test	Simulation Test	Total (R^2 x 100)
1. Power	0.1	13.2	0.1	3.6	17.3
2. Permissive-Restrictive	4.6	7.8	19.3	,	32.6
3. Consideration I	0.0	14.8	3.7	0.0	18.5
4. Consideration II	4.5	4.2	.7	2.6	12.1
5. Affective Orientation	1.1	12.7	1.4	2.1	17.5
6. Success in Gaining Compliance	0.0	6.6	0.0	7.6	14.4
7. Individual-Group Focus	0.9	3.5	0.3	5.0	9.3
8. Teacher-Child Focus	1.7	8.4	3.6	0.3	14.0
9. Facilitating-Directing	2.8	0.8	6.4	0.0	10.2
10. Question-Statement	0.6	0.2	2.2	1.3	4.7
11. Tolerance	2.0	4.2	0.7	1/0	7.3
12. Respect for Individuality	1.7	4.6	0.4	0.9	8.3
13. Classroom Climate	0.2	15.7	0.9	2.5	19.0
14. Total Ratings	2.0	17.8	1.3	0.6	22.0
15. Teacher Approachableness	2.7	4.2	0.3	1.1	8.0

where m represents a measure of central tendency for a given treatment. Requisite for the L test is the necessity (1) of data being of at least ordinal power and (2) replications of treatments. For purposes of this study the hypothesized order of tests (treatments), in terms of predictive effectiveness is (1) the Simulation Test, (2) the Film Test,

(3) the Word Test and (4) the MTAI. Replications of observed order are made over the 15 criterion behaviors.

The matrix of ranks of the four tests resulting from the Level I analyses is presented in Table 30. The obtained L value of 369 was not sufficiently large to reject the null hypotheses of no order.

Table 30

Matrix of Rank Orders of Predictive Effectiveness of the Four Instruments for Each Criterion Behavior

	MTAI	Word Test	Film Test	Simulation Test
1. Power	4	1	3	2
2. Permissive-Restrictive	3	2	1	4
3. Consideration I	4	1	2	3
4. Consideration II	1	2	4	3
5. Affective Orientation	4	1	3	2
6. Success in Gaining Compliance	4	2	3	1
7. Individual-Group Focus	3	2	4	1
8. Teacher-Child Focus	3	1	2	4
9. Facilitating-Directing	2	3	1	4
10. Question-Statement	3	4	1	2
11. Tolerance	2	1	4	3
12. Respect for Individuality	2	1	4	3
13. Classroom Climate	4	1	3	2
14. Total Ratings	2	1	3	4
15. Teacher Approachableness	2	1	4	3
Sum of Ranks	43	24	42	41

$L = 4(43) + 3(24) + 2(42) + 1(41) = 369$

$p. > .05$

Level II Regression Analyses

Level II regression analyses were made using subscale scores (except for the MTAI for which no subscales exist) for each of the instruments as predictors for each of the 15 criterion behaviors. A total of sixty regression analyses were required, 15 for each of the four instruments. Predictor scales used as Level II regression analyses for each instrument are presented in Table 31. The per cent of variance accounted for (R^2) by instrument and criterion behavior is presented in Table 32.

It is obvious from these data that the MTAI fell far short of the other instruments in effectively predicting the criterion behaviors included in this study. It should be noted, however, that regression of MTAI scores on criterion behaviors is reflected, in fact, by a zero-order coefficient of correlation. If nothing more, the data summarized in Table 32 support the desirability of using predictive batteries rather than single predictors when the criterion is some form of complex human interactive behavior. The basic hypothesis was completely substantiated (under conditions of Level II analyses previously discussed) for four of the criterion behaviors--Consideration II, Gaining Compliance, Permissive-Restrictive, and Classroom Climate. For five additional criterion behaviors, Affective Orientation of Teacher, Individual-Group Focus, Facilitating-Directing, Question-Statement, and Consideration III, the hypothesis was partially substantiated in that the Word Test appeared to be superior to the MTAI while the Film Test and Simulation Test reversed their predicted order. For two other criterion behaviors, Child-Teacher Orientation and Approachableness, the predicted order was substantiated with the exception of a reversal of the Word Test and Film Test orders.

Table 31

Predictor Scales of the Word Test, Film Test and Simulation Test Used in Level II Regression Analyses

Word Test	Film Test	Simulation Test
1. Management I	1. Management I	1. Permissive Restrictive
2. Interpersonal Awareness	2. Interpersonal Awareness	2. Power
3. Technique Awareness	3. Technique Awareness	3. Address to Individual
4. Management II	4. Management II	4. Address to Group
5. Orientation to Strategies	5. Response to Deviation	5. Use of Questions
6. Orientation to Structure	6. Philosophy of Structure	6. Use of Statements
7. Philosophy of Structure	7. Approach to Structure	7. Sensitivity-Perceptivity
8. Approach to Structure	8. Teacher Charactersitics	8. Concern for Group
9. Teacher Characteristics	9. General-Interpretive Items	9. Concern for Individual
10. General-Interpretive Items	10. Specific-Interpretive Items	10. Trust II
11. Specific-Interpretive Items	11. Specific-Sanction Items	11. Trust III
12. Specific-Sanction Items	12. Total Test Score	12. Academic Focus
13. Total Test Score		13. Personal Focus

Table 32

Variance in Criterion Behavior Accounted for (R^2) by Each Predictive Instrument

	Criterion Behavior	MTAI	Word Test	Film Test	Simulation Test
1.	Power	.0129	.3057	.2848	.3026
2.	Permissive-Restrictive	.0396	.3829	.4784	.3579
3.	Consideration I	.0000	.5013	.4724	.3006
4.	Consideration II	.0529	.3107	.3918	.4375
5.	Affective Orientation	.0061	.2872	.3810	.2879
6.	Success in Gaining Compliance	.0000	.2250	.3903	.5413
7.	Individual-Group Focus	.0192	.1490	.2726	.2288
8.	Teacher-Child Focus	.0184	.3513	.2906	.3869
9.	Facilitating-Directing	.0330	.2656	.4474	.3783
10.	Question-Statement	.0065	.2232	.4134	.3998
11.	Tolerance	.0157	.3074	.3596	.4522
12.	Consideration III	.0196	.3274	.4421	.3884
13.	Classroom Climate	.0015	.3087	.4305	.4376
14.	Total Ratings	.0036	.4128	.4956	.3833
15.	Teacher Approachableness	.0231	.2740	.1874	.3557

A summary of the order of the four instruments for each criterion behavior is presented in Table 33. The sum of orders reported in Table 33 may be interpreted as indices of instrument effectiveness and indicate the general support for the hypothesis favoring complexity of stimulus materials. Further, the obtained L value of 430 was sufficiently large to reject the null hypotheses of no order at the .005 level of significance.

Table 33

Order of Instruments as Determined by R^2 For Criterion Behaviors

Criterion Behavior		MTAI	Word Test	Film Test	Simulation Test
1.	Power	4	1	3	2
2.	Permissive-Restrictive	4	2	1	3
3.	Consideration I	4	1	2	3
4.	Consideration II	4	3	2	1
5.	Affective Orientation	4	3	1	2
6.	Success in Gaining Compliance	4	3	2	1
7.	Individual-Group Focus	4	3	1	2
8.	Teacher-Child Focus	4	2	3	1
9.	Facilitating-Directing	4	3	1	2
10.	Question-Statement	4	3	1	2
11.	Tolerance	4	3	2	1
12.	Consideration III	4	3	1	2
13.	Classroom Climate	4	3	2	1
14.	Total Ratings	4	2	1	3
15.	Teacher Approachableness	4	2	3	1
Sum of Ranks		60	37	26	27

$L = 4(60) + 3(37) + 2(26) + 1)27) = 430$

$p. (L) < .005$

Selection of Predictor Scales for Level III Analyses

Because of limited size of the sample the five most effective subscales from the Word and Film Tests were selected for each criterion behavior. The five most effective subscales were identified in terms of the proportion of variance each accounted for in its respective Level II analysis. A summary of the subscales thus identified for the Word and Film tests and the proportion of criterion variance accounted for by each is presented in Tables 34 and 35.

The original subscales for the Simulation Test were similarly analyzed; however, instead of selecting the most effective of these predictors for inclusion in the Level III analyses a centroid factor analysis of all subscales was made. This analysis was previously described in Chapter V. As reported in Chapter V, this factor analysis resulted in the identification of seven scales, all of which were included in the Level III analyses for each criterion behavior.

Level III Analyses

Fifteen Level III regression analyses were made, one for each criterion behavior. Each analysis utilized 18 predictor variables--the MTAI total score, five subscales of the Word Test, five subscales of the Film Test, and seven subscales of the Simulation Test. In most cases, the subscales used in any given regression analysis differs from those used in other regression analyses as indicated in Tables 34 and 35. Substantiation of the basic hypothesis was determined in two ways. In both cases attention was given to the rank order of the predictive effectiveness of the subscales used as predictors, with predictive effectiveness indicated by increase in R^2.

Table 34

Five Most Effective Predictors Within the Word Test For Each Criterion Behavior

Criterion Behavior	Level of Effectiveness										Total Variance
	First	% Var.	Second	% Var.	Third	% Var.	Fourth	% Var.	Fifth	% Var.	
1. Power	Orientation to Structure	.082	Specific-Interpretive	.039	Philosophy of Structure	.037	General Interpretation	.032	Approach to Structure	.028	.306
2. Permissive-Restrictive	Specific Interpretive	.081	Interpersonal Awareness	.054	Management II	.053	Specific-Sanction	.039	General-Interpretive	.031	.383
3. Consideration I	Management II	.146	Specific-Sanction	.112	Orientation to Structure	.041	Specific-Interpretive	.039	General-Interpretive	.031	.501
4. Consideration II	Management II	.118	Specific-Sanction	.038	Technique Awareness	.031	Orientation to Structure	.017	Specific-Interpretive	.016	.311
5. Affective Orientation	Specific-Sanction	.072	Management II	.066	Orientation to Structure	.041	Philosophy of Structure	.014	Approach to Structure	.015	.287
6. Success in Gaining Compliance	Specific-Interpretive	.053	Management II	.048	Specific-Sanction	.034	Interpersonal Awareness	.021	Technique Awareness	.020	.225
7. Individual-Group Focus	Specific-Interpretive	.042	Management II	.040	Specific-Sanction	.018	Interpersonal Awareness	.016	Teacher Characteristics	.012	.149
8. Teacher-Child Focus	Specific-Interpretive	.097	Interpersonal Awareness	.054	Teacher Characteristics	.016	Philosophy of Structure	.013	Technique Awareness	.011	.351
9. Facilitating Directing	Management II	.073	Specific-Interpretive	.059	Interpersonal Awareness	.031	Specific-Sanction	.028	Teacher Characteristics	.021	.266
10. Question-Statement	Philosophy of Structure	.065	Specific-Interpretive	.031	Orientation to Structure	.027	Approach to Structure	.022	Management I	.015	.223
11. Tolerance	Specific-Sanction	.071	Management I	.045	Interpersonal Awareness	.033	Technique Awareness	.032	Specific-Interpretive	.019	.307
12. Consideration III	Orientation to Structure	.067	Specific-Sanction	.063	Management II	.057	Specific-Interpretive	.030	Interpersonal Awareness	.012	.327
13. Classroom Climate	Specific-Sanction	.075	Management II	.069	Orientation to Structure	.042	Specific-Interpretive	.037	Teacher Characteristics	.015	.309
14. Total Ratings	Specific-Sanction	.087	Management II	.075	Orientation to Structure	.073	General-Interpretive	.032	Total Score	.032	.413
15. Teacher Approachableness	Management II	.099	Specific-Sanction	.053	Orientation to Structure	.016	Total Score	.019	Specific-Interpretive	.011	.274

Table 35

Five Most Effective Predictors Within the Film Test
For Each Criterion Behavior

Criterion Behavior	Level of Effectiveness										Total Variance
	First	% Var.	Second	% Var.	Third	% Var.	Fourth	% Var.	Fifth	% Var.	
1. Power	Specific-Sanction	.076	Specific-Interpretive	.074	General-Interpretive	.047	Total Score	.014	Interpersonal Awareness	.008	.285
2. Permissive-Restrictive	Total Score	.238	Specific-Interpretive	.142	Specific-Sanction	.038	General-Interpretive	.018	Response to Deviation	.008	.478
3. Considera-tion I	Total Score	.252	Specific-Interpretive	.100	Specific-Sanction	.065	General-Interpretive	.029	Response to Deviation	.016	.472
4. Considera-tion II	Specific-Sanction	.159	Total Score	.077	General-Interpretive	.037	Management II	.037	Response to Deviation	.028	.392
5. Affective Orientation	Total Score	.125	Specific-Interpretive	.073	General-Interpretive	.035	Philosophy of Structure	.034	Technique Awareness	.031	.381
6. Success in Gaining Compliance	Total Score	.186	Specific-Interpretive	.042	Specific-Sanction	.038	Management II	.029	Response to Deviation	.025	.390
7. Individual-Group Focus	General-Interpretive	.133	Total Score	.058	Management II	.047	Specific-Interpretive	.013	Specific-Sanction	.008	.273
8. Teacher-Child Focus	Total Score	.166	Specific-Interpretive	.097	Interpersonal Awareness	.023	General-Interpretive	.014	Specific-Sanction	.012	.291
9. Facilita-ting-Directing	Total Score	.192	Specific-Interpretive	.090	Specific-Sanction	.037	General-Interpretive	.035	Philosophy of Structure	.033	.447
10. Question-Statement	Philosophy of Structure	.148	Approach to Structure	.072	Total Score	.058	Response to Deviation	.034	Management II	.025	.413
11. Tolerance	General-Interpretive	.117	Specific-Interpretive	.084	Specific-Sanction	.059	Total Score	.040	Interpersonal Awareness	.038	.360
12. Considera-tion III	Total Score	.123	Specific-Interpretive	.071	Philosophy of Structure	.055	Technique Awareness	.053	General-Interpretive	.042	.442
13. Classroom Climate	Total Score	.254	Specific-Interpretive	.118	Specific-Sanction	.060	General-Interpretive	.024	Philosophy of Structure	.021	.430
14. Total Ratings	Total Score	.208	Specific-Interpretive	.087	Specific-Sanction	.054	Interpersonal Awareness	.031	Technique Awareness	.018	.496
15. Teacher Approachable-ness	Management II	.106	Technique Awareness	.034	Specific-Interpretive	.027	Teacher Characteristics	.024	Management I	.017	.487

Test A of the Basic Hypothesis Using Level III Analysis Data. Three levels of rank orders was identified--first five rank orders, second five rank orders, and last eight rank orders. The number of times scales from each instrument received a specific rank order level is presented in Table 36. These data suggest, in general, support of the hypothesis since Simulation Test subscales appeared in the first five rank orders relatively more frequently than did the subscales for the Word Test, Film Test, or total score for the MTAI.

Table 36

Frequencies of Subscales of Predictive Instruments of Three Rank Order Levels

	First Five Ranks	Second Five Ranks	Last Eight Ranks	Total
MTAI	3	3	9	15
Word Test	21	9	45	75
Film Test	21	27	27	75
Simulation Test	30	36	39	105
Total	75	75	120	270

Numerical weights based upon relative contribution of ranks were assigned to the rank orders of the subscales of the four instruments. The weights assigned to the rank orders appear in Table 37.

Table 37

Weights Assigned to Rank Orders

Rank	Weight
1	10
2	8
3	7
4	6
5	5
6-8	3
9-10	2
11-18	1

Comparisons of the instruments may be made on the basis of the data reported in Table 38.

Table 38

Sums of Weighted Rank Orders of the Four Predictive Instruments

	Total Possible	Total Obtained	Percent of Possible
MTAI	150	36	.24
Word Test	540	231	.43
Film Test	540	247	.46
Simulation Test	630	341	.54

No distinction is possible between the Word and Film tests, both of which appear superior to the MTAI and inferior to the Simulation Test.

Test B of the Basic Hypothesis Using Level III Analysis Data. Using the rank orders assigned to each subscale in the regression analysis for each criterion behavior the median rank order of subscales for each instrument was determined. The median rank orders were then ordered for each criterion behavior. These data are presented in Table 39. These data are also amenable to Page's L Test of Significance. The obtained L of 398 is sufficiently large to reject the null hypothesis of no ordering of instruments over the 15 replications at the .05 level of significance.

Table 39

Order of Median Rank Orders of Instrument Subscales for Each Criterion Behavior

	MTAI	Word Test	Film Test	Simulation Test
1. Power	4	3	1	2
2. Permissive-Restrictive	1	4	3	2
3. Consideration I	4	2	3	1
4. Consideration II	2	3	4	1
5. Affective Orientation	1	2	4	3
6. Success in Gaining Compliance	3	2	4	1
7. Individual-Group Focus	4	3	1	2
8. Teacher-Child Focus	4	3	2	1
9. Facilitating-Directing	1	4	2	3
10. Question-Statement	3	4	1	2
11. Tolerance	1	4	2	3
12. Respect for Individuality	4	3	1	2
13. Classroom Climate	3	4	1	2
14. Total Ratings	4	1	3	2
15. Teacher Approachableness	2	4	1	3
Sum of Ranks	41	46	33	30

$L = 4(41) + 3(46) + 2(33) + 1(30) = 398$

$p.\ (L) < .05$

Summary of Tests of the Basic Hypothesis.

Three levels of regression analyses were made. Level I analyses were those utilizing total scores of the four predictive instruments and revealed a superiority of the Word Test. The L Test of ordered treatments provided insufficient evidence to reject the null hypothesis of no predicted ordering of instruments.

Level II analyses utilized regression analyses using subscales of each instrument as predictors of the 15 criterion behaviors. Page's L Test revealed sufficient evidence to reject the null hypotheses of no order at the .005 level of significance.

Level III regression analyses used the most effective subscales of each instrument as predictors of each criterion behavior. The L Test once again permitted rejection of the null hypothesis of order at the .05 level of significance.

In general, therefore, the basic hypothesis of the study was considered substantiated.

Some Additional Findings

Although the predictive effectiveness of tests having varying stimulus and response characteristics has been presented, little has been said, other than in passing, regarding the obtained predictive power of instruments used in the study. The predictive power demonstrated was substantial. Of the 15 criterion behaviors included in the study, at least 50 per cent of the variance was accounted for by the predictors in all but two of them. By almost any current standards, this is, in and of itself, remarkable. The two behaviors least effectively predicted were Individual vs. Group Orientation ($R^2 = .483$) and Teacher Approachableness ($R^2 = .497$). While it may be argued that many of these behaviors are not mutually exclusive, it cannot be denied that they have potential significance for studying success of teachers in classrooms. Actual relevance for teacher success of each of the behaviors is not yet clear; however, this relevance is an empirical question amenable to further research endeavors.

Effectiveness of Individual Predictors

Assuming the criterion behaviors included in the study to have relevance to teaching success, the question arises "Are there certain predictors which proved to be more effective over all criteria?" At first consideration this appears to be an appropriate question to raise since further development of a test methodology and refinement of a teaching model might profit from an answer to it. The question, however, is inappropriate when one considers various aspects of multivariate prediction, e.g., the influence of underlying factors, suppressor variables, etc. It was apparent that certain specific subscales were repetitively identified as effective predictors of criterion behaviors. Most notable of these were the Philosophy of Structure and General Interpretive subscales of the Film Test, the Orientation to Structure subscale of the Word Test, and the Interpersonal Awareness, Structure, and Trust subscales of the Simulation Test. To identify these subscales, however, as salient features of the three tests and upon this identification to begin further refinement and development would be dangerous indeed. Observation of their repetitive effectiveness more than likely is merely evidence of a lack of mutual exclusiveness of the criteria which they so effectively predicted.

Straight-Line vs. Conceptually Related Predictors

Logic of prediction would lead one to expect that predictors which, on the surface, relate directly to a criterion behavior, e.g., a Power subscale predicting use of power in the classroom, to be more effective than predictors which are only indirectly related to the criterion behavior. Such a condition did not obtain in this study. Power subscales of the Word, Film and Simulation tests, did not prove to be effective in predicting use of power in the classroom. Likewise subscales developed to assess permissive-restrictiveness did not effectively predict this behavior in the classroom. While this may be surprising and, in fact disturbing, when one again reflects upon the nature of multivariate prediction such events become easily within the realm of reason. The logic of prediction outlined above can hold only when unilateral (zero-order) prediction is used. It may well be that many of the predictors found to be effective were effective only because they interacted with suppressor variables within the multivariate model, enabling contributions of underlying factors which were unrelated to the criterion but included as unique contributors in a specific subscale to be discounted.

Intercorrelation of Predictor Subscales

The possible operation of factors described above may be evidenced in the intercorrelation matrices of subscales of the Word, Film and Simulation tests. These matrices appear in Tables 40, 41, and 42 respectively.

Table 40

Intercorrelation Matrix for Subscales of the Word Test

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Total Score		.900	.881	.747	.795	.436	.746	.844	.892	.854	.558	.725	.087
2. General-Interpretive			.641	.755	.773	.573	.733	.657	.845	.717	.673	.702	.208
3. Specific-Sanction				.400	.495	.156	.574	.953	.686	.864	.312	.580	-.109
4. Specific-Interpretive					.946	.546	.666	.358	.772	.492	.574	.624	.191
5. Management II						.412	.712	.443	.819	.550	.486	.547	.196
6. Orientation to Strategies							.354	.150	.449	.263	.660	.611	.361
7. Technique Awareness								.466	.725	.623	.554	.622	.157
8. Interpersonal Awareness									.648	.789	.293	.572	-.115
9. Orientation to Structure										.641	.416	.635	.207
10. Teacher Characteristics											.441	.521	-.112
11. Philosophy of Structure												.613	.244
12. Approach to Structure													.158

Table 41

Intercorrelation Matrix for Subscales of the Film Test

	1	2	3	4	5	6	7	8	9	10	11	12
1. Total Score		.752	.609	.793	.473	.712	.908	.662	.604	.604	.745	.322
2. Approach to Structure			.519	.621	.422	.646	.622	.536	.551	.624	.385	.294
3. Philosophy of Structure				.519	.452	.547	.418	.717	.496	.658	.240	.238
4. Teacher Characteristics					.335	.587	.708	.527	.541	.536	.470	.288
5. Response to Deviation						.735	.177	.572	.569	.389	.091	.263
6. Specific-Sanction							.395	.601	.884	.384	.157	.623
7. Specific-Interpretive								.390	.287	.504	.912	.135
8. General-Interpretive									.573	.590	.263	.244
9. Management II										.387	.034	.689
10. Technique Awareness											.308	.047
11. Interpersonal Awareness												-.094
12. Management I												

Table 42

Intercorrelation Matrix for Subscales of the Simulation Test

		1	2	3	4	5	6	7
1.	Management I		-.125	.421	-.057	.236	.312	.182
2.	Interpersonal Awareness			.122	-.360	-.126	.152	.246
3.	Structure				-.289	.066	.462	.179
4.	Address to Individuals					.189	-.189	-.158
5.	Use of Questions						-.071	.103
6.	Trust							.563
7.	Academic Orientation							

Inspection of the matrices for the Word and Film tests reveals that the desirable characteristic of low intercorrelation among predictor variables did not obtain. The excessively high intercorrelations between subscales for these tests indicate the operation of one or two extremely powerful underlying factors. This was not the case for subscales of the Simulation Test as revealed by the matrix in Table 42, and may explain, in part, the superiority of the Simulation Test revealed by the Level II regression analyses.

Intercorrelation of Criterion Behaviors

Evidence of independence of criterion behaviors included in this study may be revealed in an intercorrelation matrix of these behaviors. This matrix is presented in Table 43. With few exceptions little interrelationship existed between criterion behaviors. There appeared to be

Table 43

Intercorrelation Matrix of Criterion Behaviors

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Power		.19	-.30	.04	-.22	.00	-.13	.14	.18	.14	.11	.28	.27	.35	-.06
2. Permissive-Restrictive			-.60	.20	-.52	-.26	-.12	.34	-.16	.01	.24	.56	.66	.68	.22
3. Consideration I				-.48	.48	.01	.26	-.20	.35	.00	-.11	-.59	-.64	-.65	-.46
4. Consideration II					-.14	-.05	-.38	-.01	-.01	-.45	-.16	.35	.33	.31	.61
5. Affective Orientation of Teacher						.28	.19	-.18	.04	.14	.01	-.67	-.75	-.68	-.02
6. Teacher Success in Obtaining Compliance							.06	-.21	.27	-.09	.15	.02	-.16	-.12	.00
7. Individual vs. Group Orientation								-.12	.25	.16	.10	-.27	-.22	-.12	-.41
8. Child vs. Teacher Orientation									-.33	.27	-.09	.02	.10	.01	.42
9. Facilitating vs. Directing										-.25	-.10	.03	-.05	.02	-.44
10. Question vs. Statement											-.16	-.26	-.14	-.18	-.18
11. Tolerance for Changeworthy Behavior												.30	.11	.31	.10
12. Consideration III													.83	.89	.23
13. Warmth and Harmony														.93	.18
14. Total Rating Scale															.17
15. Teacher Approachableness															

some relationship between rating scale measures (Behaviors 11 through 14) which may reflect a general rating "set" on the part of observers. Other notable relations were rare and probably should be expected.

For the reader who has persevered to this point the project has been described and results have been presented. The final chapter presents a discussion of the results and their implications.

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Chapter VIII

Discussion

The proportion of variance accounted for in the criterion measures used in the present study is a somewhat unusual accomplishment in the behavioral sciences. It was also an unexpected accomplishment, considering the many sources of error in the project. Fortunately the design permitted the data to be relatively free of constant error, but in spite of careful attention to instrumentation, criterion measurement, and analysis, random error entered the data through four major sources: (1) predictor instruments, (2) criterion measurement, (3) lack of control of the intervening variables affecting behavior in classrooms, and (4) focus of the research on student teachers. Since the implications of the study must be viewed against the background of error within it, and since these sources of error have major implications for research direction in the future, each will be reviewed briefly.

Major Sources of Error in the Study

Predictor Measures. Throughout the report limitations in the predictor measures that resulted from lack of a conceptual framework in initial item development has been commented upon. In addition to item and scale weakness, or related to it, was the relative weakness of episodes included in the Word, Film and Simulation tests. Filming qualities and sound reproduction of episodes was relatively poor, and in many instances episodes which appeared on the surface to be relatively unrelated to the parameters of the model being tested had to be included. A further limitation was that the item analysis was based on responses of experienced teachers, whereas the instruments were subsequently used with inexperienced teachers. With these limitations it was surprising to us that prediction turned out to be as powerful as it did.

This was especially the case for the Simulation Test, though opportunity to establish scales in this test that tied directly to the model was present. In developing the tests, we had the impression that we had slighted the Simulation Test. The quality of photography was poor. Relatively innocuous episodes were included. The range of variables that could be tapped by the procedure was in no way exhausted by the rating scales developed, and there was not sufficient time available after the establishment of the rating system for extensive rater reliability to be established. The predictive power of the measure that evolved under these circumstances reinforces the suggested power of the methodology evidenced by data which come from the study.

Criterion Measures. Criterion measures suffered from many of the same limitations that befell predictor measures. As stated elsewhere, the chief limitation was lack of a conceptual model to guide the development of the measures. While it was possible to combine the observational categories that had been established prior to the formulation of the model into complex derived scores which reflected the parameters of the model, it is likely that better or more relevant observation data could have been obtained had the model existed initially.

The problem of unreliability also attended criterion measures. It will be recalled that reliability was not established on observational categories, but only for measures derived from them. This was unfortunate, for error undoubtedly entered from lack of category clarity and/or observer training that could otherwise have been omitted. This was reflected, of course, in the relatively low reliability of some measures. With the press of time that characterized the project, however, little else could be done. In passing, it is interesting to note that even though some of the derived measures were unreliable, for example the Affective Orientation measure, predictability was still possible. This suggests perhaps that the observers were more reliable with the measure than the reliability data show.

Situational factors that went uncontrolled or unmeasured also affected the criterion measure. For example, speed or intensity of the interchange between teachers and children, composition of the class, or the nature of activity in which children were involved all affected teacher behavior, and there was no provision within the design of the project to identify and control these influences. Furthermore, there was no guarantee that the behavioral sample obtained represented an adequate sample of teacher behavior. The only evidence in support of its adequacy is the fact that it did permit the predictive relations to be established. In the future, however, it would seem that one of the key research efforts in this area would be to determine the length and distribution of the observational samples needed in order to obtain a representative sample of teacher behavior.

Uncontrolled Intervening Variables. One of the major sources of error which was not anticipated when the study was proposed, but which became increasingly impressive as the study progressed, were intervening variables operating upon behaviors of teachers in classrooms. As reviewed earlier, these included such factors as (1) nature and composition of the group, (2) activity in which the children were involved, (3) time of the day, (4) teacher goals, and (5) administrative philosophy. Unfortunately, little research in the behavioral sciences has taken into account in its design the effect of such situational factors, and consequently there were few models available to guide this research and few instruments to facilitate it. It seems, however, that if a predictive scheme is intended to predict behavior in a situation, then the predictor must of necessity tie to that situation. Conceptualization of variables of this nature, and development of the methodology for their measurement, is one of the great necessities if research in behavioral settings is to be maximally productive.

Use of Student Teachers as Subjects. One consequence of the use of student teachers in the project has already been alluded to, namely, that item analysis was established on responses of experienced teachers and consequently, responses to the item pool might not be expected to hold for a population as different as nonexperienced student teachers. Related to this is the fact that student teachers did not have the rich backlog of experience on which to draw in responding to the test items that experienced teachers possess.* As a consequence, if there is to be a relationship between test response and classroom performance the relationship must stem from something other than the application of classroom experience. One of the basic assumptions underlying the study was that interpersonal behavior could be predicted on the basis of interpersonal orientations (including management orientations) that have been shaped through a lifetime of interaction and that while the situation in which one finds oneself determines in part one's behavior, basic orientations will be pervasive in determining one's behavior in the situation. The data in the present study seem to support the assumption.

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* In asking experienced teachers who had taken the Word and Film tests for the basis of their response, they would almost always say: "The situation that I had in class the other day was just like this."

In spite of the sources of error that have been detailed above, prediction was still possible, and because it was, results of the study have wide implications.

Implications of the Data for Test Theory and Development

Perhaps the most far-reaching implication of the study derives from the support of the hypothesis of relationship between complexity of test stimuli and predictive power. If further research supports the results of the present study, this could represent a significant advance in the development of test theory and methodology. While the idea of job replication as a basis for prediction has been used rather widely, it has not been applied heretofore to issues involved in close human interaction. The clear-cut superiority of the Simulation Test to the Film Test suggests that it is equally well adapted here. Cronbach (1960) raised the question, however, whether job replication as a testing vehicle really deserves its good reputation. In commenting upon data obtained with the Complex Coordination test, a measure used in predicting pilot success, he pointed out that:

> "Much of the validity of that test in pilot selection was due to intellectual abilities which can be measured in pencil-paper tests. The psychomotor aspect of the test which predicted the criterion was the coordination factor common to several apparatus tests which were not replicas of the pilot's job. Rotary Pursuit, which does not "look like" anything the pilot does, was a better measure of the coordination factor than Complex Coordination. If there is anything special about the Complex Coordination test as a replica of the pilot's job it must be in the specific factor, and that contributed nothing to validity. So the magic of the Complex Coordination test appears to be that it involves the right mixture of common factors. If so, such a mixture could be put together by adding scores from other tests measuring the same factors."

Perhaps this same thing will be found someday for the Simulation Test developed in the present study, but for the time being it would still seem profitable to pursue the methodology as if it were reflecting basic parameters of the interactive process. Cronbach (1960) goes on to say, however, that:

> "One of the reasons for wishing to avoid the job-replica principle in test design is that it leads to an endless process of inventing and revising tests to cover additional jobs or to take changes in job requirements into account. Vocational guidance could not possibly be based on such tests, since hundreds of tests would have to be given to cover the occupational spectrum."

While this may be the case with respect to vocational guidance, there is no reason to assume that it is the case at the level of interpersonal behavior. It seems quite possible that a sufficient number of common elements exist in the performance of the management function, whether in classrooms, nurseries, or homes, that a job replica test of the nature of the Simulation Test could serve a wide range of situations.

A second implication of the data for test theory is its reinforcement of the long-standing effort to establish pure factor scale in predictive instruments. While the data were not unequivocally supportive of the superiority of the factorially derived scales, there was sufficient support to permit advantages of factorial effort to be clearly evidenced. As implied elsewhere, it is assumed that had a model been available when the tests were in their developmental stage, scales could have been developed which would have factored more purely and more strongly than those which were established, and as a consequence the predictive validity for the factorial scales may have been even more supportive than it was.

One question raised by the data pertains to the use of total test scores as predictive instruments. It will be recalled that in the regression analysis involving the total test scores of the four instruments, little of the variance in criterion measures was accounted for. This was in contrast to the runs where total test scores were used in combination with subscale scores. In these latter analyses the total scores often accounted for as much or more variance in the criterion measure as subscale scores. While there is no explanation of this variation in predictive power, other than the interaction effects which take place within a regression analysis, the general acceptance of total test score as the best predictor within a test becomes questionable. It is probable, as pointed out by Mosier (1951) that when a test involves a number of dimensions, they simply cancel each other out in terms of predictive effectiveness when not treated separately. This seems to be what happened in the present study when the total test scores were taken by themselves as predictors.

Implications of the Data for Criterion Measurement

Apparently, in view of predicted relationships that obtained, the criterion problem which has haunted researchers in the area of teacher effectiveness has to some extent been overcome by the focus upon concrete, specific behavior and by relating the parameters of the observation system to a conceptual model. Somewhat surprisingly, however, there was no clear-cut evidence in the present study which suggested superiority of observational methodology over rating scale measures. Approximately equal proportions of variance were accounted for in both sets of measures. While this may have been a function of inadequacy in observation with the category sets it is more likely a function of the adequacy of rating scale techniques so long as the variables being measured are clearly identified and have clear-cut behavioral referents as did those used in this study. There is, in fact, some advantage to using an observational system which makes use of both category sets and rating scales, for they permit measures of quite different kinds. Category sets, of necessity, are tied to behavior at the molecular level, while rating scales permit a more molar, integrative judgment to be made about that which is being observed.

Along these same lines, however, one can argue that more complex measures of teacher behavior can be derived from specific behavioral measures, and as a consequence the inferential measures should be avoided. Such measures were used in the present study, but as indicated previously they seemed to be no more easily predicted than measures derived by the rating scales. Behavioral measures herein used have not been used widely, however, and it might be that with continual use they could be more profitably developed. The advantage of observational methodology over traditionally used rating scales must await further delineation of what constitutes effective teaching.

One serious question can be raised about the use of observational methodology in the measurement of classroom behavior, and that is the question of the load that an observer can carry and the limitations imposed upon the complexity of measurement by it. Observer load, of course, is related in turn to the complexity of the model that one is interested in obtaining measures for, and consequently concern about load needs to come only when the model becomes more complex than that developed in the present study. At this point in time there is no clear-cut evidence as to the limits of the load that an observer may carry, though a study by Budzik (1956) suggests that capability of observers is much greater than might be anticipated. A more troublesome question is whether all the parameters of the model of teaching behavior will be subject to direct observation, or whether other methodologies will have to be employed in their measurement. It seems clear from the present study that parameters of the management function can be handled by observational methodology, but when the model is extended to include teaching strategies in relation to specific teaching outcomes, demands of the model may be such that observation will have to be supplemented by other methodologies or perhaps by instrumentation.

This, of course, is an empirical question, and must await development of the model and development of the methodologies for the measurement of parameters for an answer. In any event, issues surrounding applicability of observational methodology to measurement of variables within the teaching process could generate considerable research in the future.

Implications of the Data for the Model of Teaching Behavior

Data coming from the project are generally encouraging of the model, but they do not lend unqualified support. On the support side are the Management and Interpersonal Awareness subscales of the Word and Film tests and Simulation Test subscales which derived from factor analysis which suggested that at least in broad outline, major parameters of the model were sound. There is also the general predictive success of the model related subscales. Unfortunately, in the Level III regression analyses, Management and Interpersonal Orientation subscales never appeared in the same run, making it impossible to determine their interactive contribution to predictor efficiency.

On the negative side, there are two sources of data. First, in the factor analysis, the Individual-Group Orientation and Trust scales grouped with Power and the Restrictive-Permissive scales to form the Management I factor. This was in contrast to their initial placement within the model in the Structure and Interpersonal Orientation domains. There is no way to know, of course, whether the model was incorrect in suggesting where these variables in fact fell within it, or whether the items that were placed in the various scales were such that they forced the scales into the management realm. In light of the limitations in item development and scale development, however, it is anticipated that the most likely error rests with instrumentation rather than model.

Other negative evidence with respect to adequacy of the model centers on failure of the Management I and II subscales in the Word and Film tests and Management I subscale within the Simulator to predict the Power and Restrictive-Permissive dimensions in the criterion. These were straight-line predictors, derived directly from the model, and it was anticipated that they would be the most likely predictors within the model. This did not turn out to be the case. These data have been reviewed in the previous chapter, however, and it will be recalled that there was evidence that the difficulty may in fact lie within the presence of suppressor variables in various analyses or measurement at the criterion level rather than with the model. Again, though this is not clear, it may well be that the Power and the Restrictive-Permissive dimensions are in fact independent. This must await further clarification.

The fact that the structure measures, that is the Individual-Group Orientation, Teacher-Child Orientation, Question-Statement Orientation and Facilitating-Directing, fail to relate to other criterion measures raises some question as to their logical place within the model. Since a large proportion of the variance within them was predicted, it would seem that they should be retained within it. There is another reason why they probably should be maintained for the time being, and that is that many of the measures of teacher behavior currently in vogue, particularly that of Flanders (1960), makes central these particular measures. From the point of view of the present conceptual framework, these factors constitute a relatively limited aspect of the teaching process, but until we know much more about them and how they relate to outcomes, they should be viewed as potentially significant contributors to educative functions.

Ultimately, the model of teaching behavior must be expanded beyond the one developed here to include the specific teaching strategies that pertain to the major functions within the educative process. It weems to us that this is of first priority, and that major research efforts should be undertaken along these lines. At the moment the only conceptual model or measurement procedures developed along these lines, of which we are aware, is that of Taba (1964). From her preliminary work, the direction she is taking seems to represent a feasible and productive approach.

Implications for Future Research

Some of the implications of the data for future research have already been pointed to, for example the need for research in the area of test theory, criterion measurement, and model building. Research of a more immediate nature needed, however, is replication of the present study to see if, in fact, obtained predictive relationships can be substantiated. Cronbach (1960) has warned that validity shrinkage is likely to be great from one study to another when many predictors are tried and when weights are determined from small samples. In the present study there were also the peculiarities of the regression analysis. These have been reviewed elsewhere, so they will not be detailed here again, but it is unnerving to have data so completely defy any sense of logic. Dunn (1959) has gone so far as to say that multiple regression methodology is not a particularly reliable methodology. She attempted prediction to choice of field of study and success in it, using grades as criteria of success, and found that for her first sample (N = approximately 500) multiple R's ranging from .416 to .914, but in a cross-validation group, using the same predictors to the same measures, found correlations of -.433 to only .160. These data, in combination with the large number of predictions and the relatively small number of subjects characterizing this study, make replication essential.

The press for immediacy of replication rests with the tendency within the field of education for users of tests to move quickly to adopt instruments which show promise, but which have not had sufficient work done with them to permit confidence in their use. Since methodology developed in the present study is somewhat new, and since the first predictive efforts with it are so promising, there is danger that measures, and perhaps even the model, might be applied in areas where basis for their application does not exist. Cronbach (1960) stated the circumstance well when he said:

> "When an investigator has once obtained a satisfactory validity coefficient he tends to install his program and stop research. Other workers, reading his report of the study, accept his test as valid and put it to work in their own situations. This practice is unsound. In the first place, any validation result is influenced by chance, and correlations will fluctuate from sample to sample. Consequently the

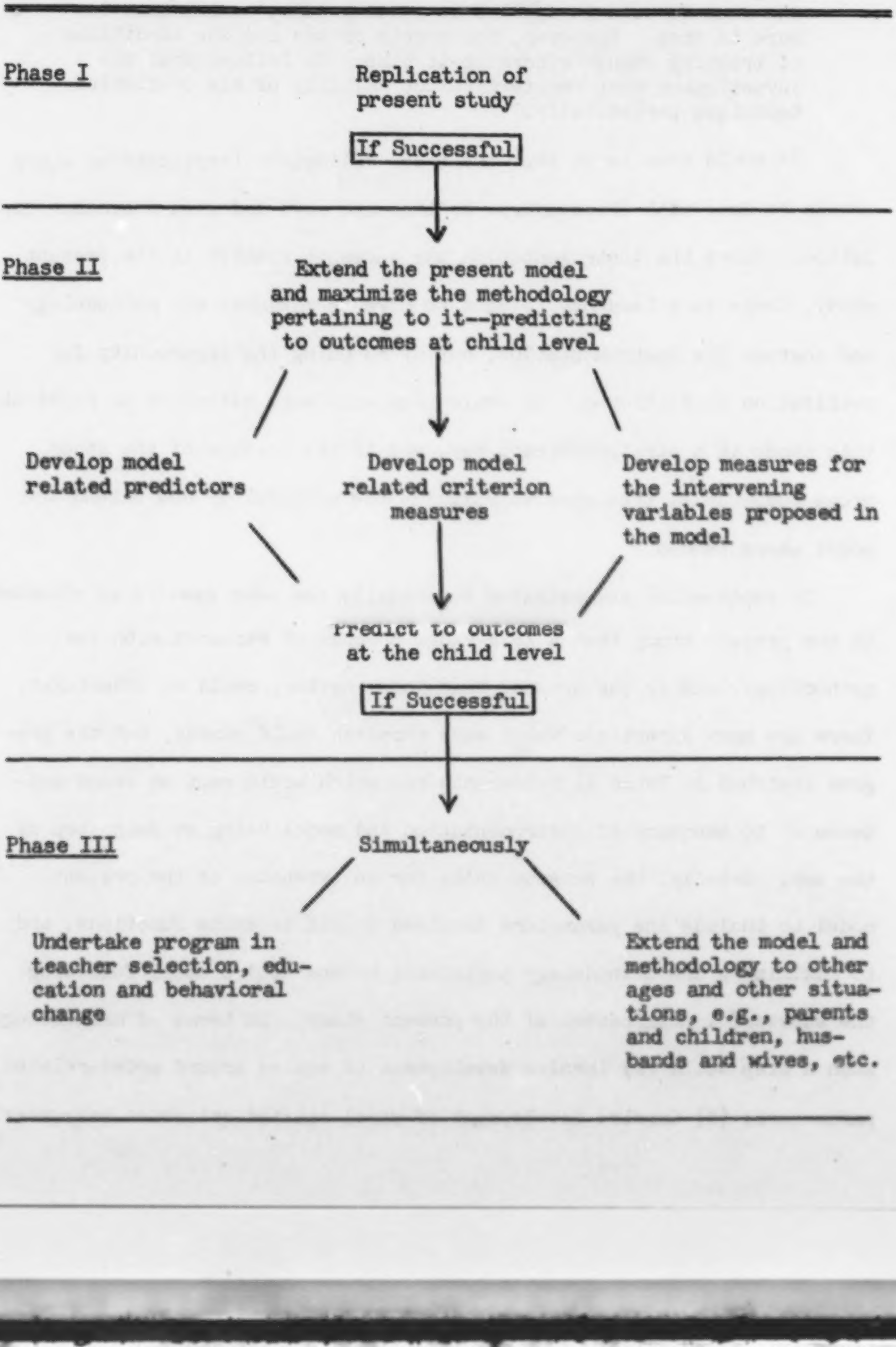
> test which proves best in one sample may prove not to be the best predictor in another similar sample. Even when the results are based on a large sample the particular score or the particular weights most effective in a multiple correlation are certain to change when a new group is tested. If the same formula is applied to other groups, correlation is sure to drop. Moreover, the supply of men and the conditions of training change according to time. It follows that the investigator must redetermine the validity of his prediction technique periodically."

It would seem to us that the cross-validation (replication) study should be done with the measures as they are now, and with a similar population. Since the instrumentation was somewhat limited in the present study, there is a tendency to want to move to maximize the methodology and sharpen the instrumentation, but by so doing the opportunity for replication is destroyed. It would seem much more effective to replicate this study in a straightforward way, and if the results of the study prove comparable, then move to maximize the methodology and extend the model where needed.

If replication demonstrated essentially the same results as obtained in the present study then a long-range program of research with the methodology, and in the area of teaching behavior, could be undertaken. There are many directions which such research could pursue, but the program sketched in Table 44 represents one which would rest on sound evidence as to adequacy of instrumentation and model being at each step of the way. Briefly, the program calls for an extension of the present model to include the parameters involved in all teaching functions, and to maximizing the methodology pertaining to the entire model following the successful replication of the present study. In terms of methodology, such a step would (1) involve development of scales around model-related parameters; (2) involve development of model-related criterion measures;

Table 44

A Proposed Program of Research in Film Test Methodology and Teacher Behavior



Phase I

Replication of present study

If Successful

Phase II

Extend the present model and maximize the methodology pertaining to it--predicting to outcomes at child level

Develop model related predictors

Develop model related criterion measures

Develop measures for the intervening variables proposed in the model

Predict to outcomes at the child level

If Successful

Phase III

Simultaneously

Undertake program in teacher selection, education and behavioral change

Extend the model and methodology to other ages and other situations, e.g., parents and children, husbands and wives, etc.

and (3) involve development of measures relating to the intervening variables identified in the model. These measures would then be applied to prediction of outcomes at the child level, for this, after all is ultimately the step to which the entire educative process is geared. If this level of prediction is successful, i.e., if classes of teacher behavior can be identified and predicted which in turn account for outcomes in child growth and development, then two broad, long-range programs could be undertaken. One of these would involve work in the area of teacher selection and behavioral change as it pertains to experimental conditions and/or programs related to teacher education. The second program would involve an extending of the model and the methodology to other age groups within the public school and to other situations, for example parents and children, husbands and wives or supervisors and workers.

This represents a long-range projection, but it is outlined to try to convey the care with which a research program in this area needs to proceed in order to guarantee that the efforts being undertaken at any particular time are sound. It would be unfortunate indeed if persons in the education field were to make the jump between the kind of first approximation validity testing represented in the present study to the selection of teachers on the basis of their responses to the various measures developed in the present program, yet this is the kind of jump which educators and others tend to make. Similarly it would be unfortunate if the real work of research in education, that is the prediction to outcomes at the child level, were passed over in favor of some more immediately inviting program such as teacher selection or training. In the end, criteria for selection and training must lead to development of teachers who can contribute to the ultimate goals of education. Until we are in a position to be able to predict to these outcomes, i.e., know what factors relate to these outcomes, teacher education must of necessity involve a large degree of guesswork. To the elimination of this guesswork, it is hoped, this study may have made a contribution.

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Appendix A

Instructions given to teachers for recording incidents which became the bases for selecting episodes of the Word, Film, and Simulation tests.

GENERAL INSTRUCTIONS FOR RECORDING CLASSROOM SITUATIONS

1. Record all of the situations you encounter during the week that are particularly demanding of your skills and resources. This will include atypical and unique situations as well as those that appear more commonly.

2. In your record include only situations which involve interaction between yourself and a child or children.

3. Situations involving several children or the entire class are needed, but we would like the majority of situations to involve a single child.

4. We anticipate the range of situations to include both problem and non-problem behavior. Situations might center around such factors as the emotional well-being of a child, the development of citizenship, the expression of individual values, beliefs, and attitudes, personal habits and social amenities, instruction in subject matter and skills, problems of motivation and level of aspiration, discipline and classroom management, problems in teacher-child or child-child relationships, work with children who are atypical socially, emotionally, intellectually or physically, etc.

   It is important that the situations reported be only those that are particularly demanding of your skills and resourcefulness as a teacher.

5. It is likely that you have encountered in your teaching experience situations which stand out in your memory because of their unusually demanding quality, but which you will not encounter during the week you record. Please describe these on the special recording sheet provided for this purpose.

6. Include in your description of each situation (a) a detailed account of the situation, including what was going on before you became involved, what it was that precipitated your involvement and what you actually did after you became involved, and (b) the factors you considered in responding to the situation, for example, characteristics of the child, the nature of the situation, the general emotional climate of the class at the particular time, etc.

7. To insure ease and accuracy in recording it is advisable, if it is at all possible, to set aside five minutes or so of each hour for recording.

Appendix A (Cont'd)

Form For Recording Classroom Observations

TEACHER________________________

DATE__________________________

TIME__________________________

Include in your description of each situation (a) a detailed account of the situation, including what was going on before you became involved, what it was that precipitated your involvement and what you actually did after you became involved, and (b) the factors you considered in responding to the situation, for example, characteristics of the child, the nature of the situation, the general emotional climate of the class at that particular time, etc.

Form For Recording Outstanding Situations From Past Experience

TEACHER________________________

Include in your description of each situation (a) a detailed account of the situation, including what was going on before you became involved, what it was that precipitated your involvement and what you actually did after you became involved, and (b) the factors you considered in responding to the situation, the general emotional climate of the class at that particular time, etc.

Appendix B

Classes and examples of behavior derived from daily records of classroom experiences which became the basis for selecting episodes for the Word Test, Film Test, and Simulation Test.

1. A child relating an experience, event, etc. that is particularly fanciful and obviously beyond the realm of possibility.

Tammy was the foster daughter of parents who had grandchildren her age. She was very spoiled and constantly wanted attention. She was not particular how she got it either. One favorite way was to tell lies. She would tell such fantastic things and they were not just imagination. She told us she had gone to Alaska over the weekend, or she sang on the radio last night and "did we hear her?" She would volunteer to sing the song she had sung. After making up words which might be in a love song and being very dramatic the children would begin to show their disbelief. They would state that they didn't believe her, but she would still persist in telling things. It got to the point that when she would tell one of these I would say it was a good story even if she was just fooling. She did become a little more careful as she realized we did not believe her.

2. Situations where a child or group of children is interfering with the functioning of the group.

During finger painting Scott kept dabbing at neighbors' faces. I stood beside him, helping him see designs on his paper and showing him different techniques. When I moved to help another child, Scott went back to his antics. I returned to him once more, helped him for a time, but found he still preferred to cause problems. I sent him to wash his hands and isolated him during completion of this activity.

3. Situations where a child seeks physical contact with or expressions of affection from the teacher.

Noon duty on the playground was hectic today. Children went out of bounds hunting acorns, climbed the backstop, stood up in swings, cried, shook the jungle gym and cheated at "four square."

One little girl and one boy in particular spent their noon hour shadowing the teacher on duty (I). They wanted to hold my hand or would stand so close I would trip over them. Finally, I began sending them on innumerable errands to remind others of our rules. This was one way of getting free of their proximity without hurting their feelings. It made them feel helpful, and gave me some freedom, to wave my arms if need be.

Appendix B (Cont'd)

4. Situations involving a child who actively or continually approaches the teacher for encouragement, help, support.

Roxanne is a new little girl who entered our room one week ago. She has been accepted nicely by the group in spite of the fact that she demands more than her share of attention. She comes to me with the slightest excuse, a scratch on her finger, button off her dress, or just to tell me something she has thought of, about home. Some of the children have mentioned at times that Roxanne is wasting time, and interrupts at inopportune times.

This morning I suggested to the whole class that we are always happy to hear something they have to tell the whole group. If it is something just for my ears I am most happy to hear it if the class will not be interrupted. If it still seems important then they may come and tell me. Surprisingly enough Roxanne came to me only two times. I noticed her starting to leave her seat several times then sitting back down. I'm sure that by the time she had counted to twenty she had forgotten what she wanted to say. (I had suggested that they might count to twenty before they came to see me.)

5. Situations where the child's behavior or personal characteristics (e.g., physical handicap, being a member of a minority group, feelings of being different or neglected) which for the child's well-being calls for the teacher to protect, support, interrupt the class, etc.

We have a little first-grade girl with a crippled foot. Her older brother brought her into my room crying this morning because some boys on the bus had made fun of her foot, he said.

I replied, "Well, we just feel sorry for people with such poor manners as that." I motioned the brother to leave, comforted Lilley with some genuine affection and then changed the subject by taking her to some interest spots in the room.

Knowing the child and her family from summer school, I doubted if the bus incident was the sole contributing factor to her tears. She is very sensitive, there is a large family and the mother works. I had the feeling she left home in an unhappy mood and could use some special attention and not particularly sympathy.

6. Situations where a child cannot or feels he cannot do the work expected of the class or he expects of himself.

We were making some simple boats out of paper to use as Columbus' three ships.

Directions for folding had been given several times. Then the folding was done step-by-step. All the boats turned out reasonably well except for one boy whose folding had not been at all successful.

Immediately he crushed the boat and threw it to the floor, and he said, "I won't make one." I went to him with a new paper and showed him again, but he still said "I won't make one." Then I suggested that he go to the hall drinking fountain and get a drink. He came back feeling better. However, by that time I was needed with the rest of the class so I quietly asked him if he would like to try to fold another boat. He said, "Yes, if John could help him."

John folded the first boat, but the other two were made by George. As he went home with his boats he proudly showed the two he had made.

7. A child behaving inappropriately from the teacher's point of view when in fact the child's behavior is consistent when viewed from his grasp or understanding of a concept the teacher assumes to be understood.

Lana is a constant problem of being first with work completed, not usually correct. When she turned in her paper today, I took a few seconds to put red check marks on mistakes and asked her to correct the paper. She returned it to my desk too quickly to have done anything and when I looked she had merely erased the red checks. When I talked with her, I realized she didn't understand what "correct" meant. When I told her to "fix" her paper and to "change" the places marked with red marks, she understood and spent some time going over her paper.

8. A child behaving inappropriately from the point of view of the teacher's value system when in fact his behavior is appropriate within his value framework.

The school doors had just opened for the day when this little girl came into the room with her lunch bucket. She came straight to my desk and held out a large size empty beer bottle. She beamed happily as she said, "See what I found on the way to school! It's worth 2¢!" Trying not to look surprised, I asked her, "Do your folks let you collect those to sell?" She said, "Oh yes. My brother gets 2¢ apiece for them all the time."

I knew there were eight children in this family and finances were limited, so I got a paper sack and we put the bottle out of sight so she could take it home after school.

Luckily, no other children were in the room so there was no need for further comment about it. I felt this was not the time or age for a lecture on my particular set of standards.

Appendix B (Cont'd)

9. A child behaving inappropriately from the point of view of the welfare of the group or of an individual.

After passing the fire alarm switch every day for three weeks, Teri finally could resist no longer and gave it a pull that set off a surprise fire drill. Several children saw her do it and were informing on her as we filed out of the building.

When we were all settled back in the room again we had a discussion about fire alarm boxes and their real purpose. Teri is a very intelligent little girl with a natural curiosity and a little more boldness than the average first grader. I could see by her frightened, solemn, little face that she had learned a lesson and needed no further reprimand from me. I hastened to explain that no real harm had been done, but we now know better than to repeat it in the future.

10. A child seeking information from the teacher which requires extensive and/or highly specific knowledge in a given area to be answered.

A little girl brought in a large toadstool for "Show and Tell" time. She had picked it on the way to school and called it a mushroom. I explained that one was often mistaken for the other, and one alert boy asked just how to tell the difference. I had to honestly admit I had forgotten the details about each. We checked our only source of information available right then - the dictionary, but it was no help. I asked who would like to find out for us.

11. A situation in which a child requires special assistance and attention from the teacher in the area of content and instruction.

Allen is having difficulty in reading. He is confusing some of his words. He is quite upset since he cannot remember which is horse and which is house. His little companions have been concerned too and have offered all the assistance they could, but have not had much success.

I wrote the word HORSE with HOUSE directly underneath. Allen recognized that only one letter was different. I suggested that perhaps he could remember that the u in house resembled the cellar or a basement of a house. The r resembled the saddle on a horse.

This was all he needed. His problem is solved now and he beams every time he sees the word "house" or "horse" and reads them correctly.

12. A situation in which a child deliberately cheats, steals, lies, swears, etc.

During arithmetic and use of "show-me" cards, Craig would wait until neighbors chose answers and then copied, thus was often wrong in his choice.

I felt he knew correct answers so I told him not to peek at Lana's or Aly's, but to see if he could get the answers first. He was interested in this angle and worked well and often had correct responses.

13. Situations involving violation of rules (implied or otherwise not covered by 12.

In going to lunch room today, Kenny who was the leader, ran down the hall, encouraging the two boys who were right behind him to run too. When we were all in the lunch room I quietly said I was sorry about the running in the hall- I wondered if the ones who were so thoughtless would like to try doing it over. Without a minute's hesitation the three guilty boys left the table, walked back to our room, then returned to the lunch room walking. Nothing more was said.

14. A child who is involved in a test or clash of will with another child or the teacher.

It was lunch time and Jimmy didn't care for the menu so went to throw entire tray in refuse can. He was sent back to the table by the monitor. Jim sat for a while and then tried again with same result. Proceeded then to mix all the food on his tray in a big puddle, creating a center of giggles and hilarity. The teacher on duty restored order, isolated Jim and called me. When I talked to Jim, he was very nervous and also very insolent and said he couldn't eat "that slop." I named all the food that was on the menu, finding that he could eat everything but didn't like the beef gravy. I agreed that the gravy was a bit greasy. I then took Jim through the food line again and asked the cooks to omit the gravy on his tray. I then brought Jim to the classroom and insisted that he clean up the tray before he could go out to play. He tried to act silly, gagged on the dry mashed potatoes, complained about the vegetables etc. I ignored him, worked at my desk for a time, and then left the room and told him to call me when he was finished. He took forty, forty-five minutes, but finally showed me a clean plate.

15. Situations in which a child seeks special privileges.

We were having an art lesson on cutting out Halloween cats, freehand, from black paper, when one very intelligent, out-going boy informed me he didn't want his cat's head black. He wanted orange color for the head.

I had two factors to consider. First, I certainly didn't want to kill his spirit of creativity (which I greatly admired and wished to foster); but at that time it meant a trip to the supply room and my time was limited. Knowing the child, I guessed it to be a matter of special attention rather than a desire to create something different.

I told him that if he would try the black paper as a sort of practice, I would be glad to provide him with some orange colored paper later. He often takes the opposite view, which again can be very good, but I feel there are times we need to teach children to conform.

He cooperated very nicely this day. I was relieved because we had a visitor.

16. Situations involving routine matters regarding lunches, health, cleanliness, work habits, manners, responsibility for one's belongings, etc.

Mona came to school with badly soiled clothes and body. She was actually offensive to be near. The children seated near her were immediately aware of the unpleasantness but were kind enough to say nothing to her. However, they did come to me and whisper their disapproval.

When the whole room was apparently upset we started a Good Health Habits discussion. I feel that immediately the group understood what was being attempted for they told when they took baths, how they prepared for bed and for school each morning - even to state that they wanted their little friends to like to play with them. We spoke of clean hands, face, knees, combed hair, etc.

At recess Mona disappeared into our bathroom and was there the entire fifteen minutes. When she emerged, her hands, face and knees had been washed, she had smoothed her hair with water the best she could. I told her how clean she looked. This was the first comment I had made to her directly about her appearance. She smiled and worked hard.

When she came back to school after lunch, she had a complete change of clothing and there was evidence of more scrubbing.

17. Situations involving a child who is seriously emotionally disturbed and/or immature.

Vickie comes from a broken home, is very immature acting, and is quite stubborn if things do not go her way. She has not completely adjusted to school life yet, and we have been in session four weeks.

We were working as a group on a page where directions were given step-by-step. She evidently made a mistake on the first and second steps and got behind. When she went in search of her eraser, instead of making this known, she scribbled on the rest of the page and crawled under her table to pout.

When I discovered her under the table, I firmly lifted her out and into her seat and then I could see her errors. I assured her that all she had needed to do was ask for help and from now on I would expect her to do this. Then we redid her paper.

I tried to consider her disposition and knew that if I had spanked or punished her severely, she would have grown more stubborn and probably have had a real tantrum.

18. Situations involving new experiences in which the child does not understand what is expected of him and/or in which he is unsure.

Melinda is a shy, little first grader who is very affectionate and does not play too well with the other children, yet. She is the only girl in the family of four rough boys. She has played by herself a lot because there are no girls real close to their home.

We were playing Ring Ball Toss in the gym when I noticed that she had not been called, and I whispered her name to the new boy, and he called "Melinda." She was evidently a little startled to hear her name and missed the ball so she began to cry. I assured her it was all right that she had not caught the ball. He threw the ball again calling another name. By standing with her for a short while she soon wanted to reenter the game.

I had to consider the fact that she might fear undue roughness from her brothers or that she may have been embarrassed by the fact that she hadn't caught the ball.

Appendix C

Description of Word Test Episodes

EPISODE I
Grade: 3
Focus: John's behavior
Class of Behavior: Noninvolvement in group goal

The teacher is walking around the room giving assistance to various members of the class who are working on notebook assignments. John and another boy are conversing with one another in loud whispers. John gives the impression of great and continuous expenditure of energy and is always in motion. The teacher seems generally to ignore him.

EPISODE II
Grade: 1
Focus: On Chad and Cindy
Class of Behavior: Intense social involvement

Chad and Cindy are seated side-by-side on the floor at the back of the room, working in a large scrapbook. There is an air of warmth between them as they playfully interact with one another. They are soon joined by other children and they seemingly forget each other as they gradually become absorbed in watching the others.

EPISODE III
Grade: 2
Focus: On Connie
Class of Behavior: Noninvolvement in group goal

The teacher is at the front of the room leading a discussion. Connie is at her seat engrossed in wiping her face with a kleenex. At various times she moistens her kleenex with her tongue and then wipes her cheeks, chin, eyes, etc. She seems unaware of the rest of the activity in the classroom as she continues this activity for some time.

EPISODE IV
Grade: 3
Focus: On reading group with the teacher.
Class of Behavior: Noninvolvement in group goal

The teacher, in trying to foster some enthusiasm about Christmas, begins to read a story. The table, at which the teacher and children are seated, is cluttered with workbooks and papers and there is a general air of inattention and lack of interest emanating from the group. Some children yawn, others leaf through books; interest diminishes to a point of nothingness.

Appendix C (Cont'd)

EPISODE V
Grade: 2
Focus: Harry's and Dick's behavior
Class of Behavior: Conflict behavior

The children are doing some art work at their desks. The teacher moves around the room supervising their work. Dick slyly takes a crayon from Harry's box and Harry grabs at his hand to retrieve it. Soon they are involved in a tussle which ultimately ends with them wrestling on the floor. The boys seem to be thoroughly enjoying themselves.

EPISODE VI
Grade: 2
Focus: On Alice and Sue
Class of Behavior: Rule breaking behavior

Miss K. is introducing the reading lesson to a small group of children seated in front of her. The children seem to pay little attention to her. Alice begins to toss her head to and fro. Soon Sue begins to imitate this behavior. Even though all of the children's attention turns to the two girls, Miss K. continues talking as though nothing is happening.

EPISODE VII
Grade: 2
Focus: Anne's behavior
Class of Behavior: Rule breaking behavior

The children have been instructed by the teacher to write individual Christmas stories. The children set to work immediately, except for Anne, who hesitates for a few minutes. She sits there for a while, then glances fleetingly at the paper of the girl sitting next to her. This behavior occurs intermittently for the entire period.

EPISODE VIII
Grade: 2
Focus: Tom, Dick and Harry passing a beanie between them.
Class of Behavior: Rule breaking behavior

The teacher is reading a story to the whole class. Harry has somehow obtained a Girl Scout beanie from the girl sitting next to him. He puts the beanie on Tom's head and this immediately touches off a fast sequence of the beanie being plunked first on one boy's head then on another's while the teacher continues to read.

Appendix C (Cont'd)

EPISODE IX
Grade: 1
Focus: On entire class
Class of Behavior: Rountine classroom functions

The entire class is seated on the floor in front of the piano and the teacher is directing the singing while playing the tune on the piano. The children "act out" the song and the atmosphere of the room is one of gaiety and enthusiasm.

EPISODE X
Grade: 1
Focus: Buddy's behavior
Class of Behavior: Conflict behavior

The children are participating in art period. There is considerable activity in the room as the children are moving about freely. The teacher has placed Buddy in a chair at the side of the room. He keeps sliding off the chair and finally slips to the floor completely. The teacher continuously tries to keep him upright and in his chair.

EPISODE XI
Grade: 3
Focus: On teacher's behavior
Class of Behavior: Intense social involvement

It is the library reading period and some children are in the process of selecting books from the shelf. The teacher is nearby and sometimes assists them in making a choice. When Ruthie comes to get a book Mrs. D. devotes her full attention to her and when Ruthie turns to leave, Mrs. D. briefly glances around the room and then lightly plants a kiss on her forehead.

EPISODE XII
Grade: 2
Focus: Children around woodworking table
Class of Behavior: Needful of academic help

The children are participating in a woodworking activity and the teacher is supervising the classroom. One girl tries, unsuccessfully, to saw a piece of wood with an adult-sized saw. Later, another boy takes the saw and begins to saw through his board, quite unaware of the child working directly beneath the saw, who raises his head several times and comes within a hair's breadth of the teeth of the saw.

Appendix C (Cont'd)

EPISODE XIII
Grade: 3
Focus: Whole class
Class of Behavior: Rule breaking behavior

A group of twelve children are lined up for a "shared-reading" period. As each child's turn comes, he reads from his book and then returns to his seat. An air of boredom and disinterest permeates the room. The teacher likewise seems to show little interest in what is being read.

Appendix D

Description of Film Test Episodes

EPISODE I
Grade: 3
Focus: The reading group
Class of Behavior: Routine classroom functions

A group of children are participating in a reading contest. The teacher holds up a library book and the first child who reads the title correctly gets the book, which he then may take to his seat to read. The noise level tends to rise as the children vie to be first to read a title correctly.

EPISODE II
Grade: 2
Focus: On teacher behavior
Class of Behavior: Needful of academic help

Children are working at their desks doing workbook assignments. The teacher moves around the room supervising their deskwork. She then moves to the side of the room to organize a small reading group.

EPISODE III
Grade: 1
Focus: Entire class
Class of Behavior: Routine classroom functions

The class has been asked to participate in singing and to do actions to a song being played on the piano by the teacher.

EPISODE IV
Grade: 1
Focus: Freddie, a boy at the table
Class of Behavior: Conflict behavior

Freddie is seated at his place at the table with his feet on the rung of a girl's chair in front of him. This is somewhat distressing to the girl. The teacher later comes over to Freddie to try and involve him in the exercises that the class is doing.

Appendix D (Cont'd)

EPISODE V
Grade: 1
Focus: Group at the scales
Class of Behavior: Rule breaking behavior

A group of children are gathered around a pair of weighing scales. The teacher has previously indicated that only two children may use the scales at any one time. There is quite a bustle of activity as many children experiment with different sized objects on the scales.

EPISODE VI
Grade: 2
Focus: Charles and Eric
Class of Behavior: Conflict behavior

A small group of children are leaning over a table conversing about some work. Charles and Eric begin to scuffle. Their movements take them a small distance from the group at the table. Their scuffling activity is very short lived, however, and soon they return to the activity of the group.

EPISODE VII
Grade: 1
Focus: On grammar group
Class of Behavior: Noninvolvement in group goal

The teacher is explaining to her reading group differences between single and plural endings to words. A little girl in the group begins to chant in a sing-song manner the word "ball" which is being discussed by the teacher.

EPISODE VIII
Grade: 2
Focus: General
Class of Behavior: Intense social involvement

It is recess time and the children are on the playground. Some boys and girls begin chasing one another and then some of the boys playfully tease the girls in the group. There is a general display of good-natured rowdiness and horse-play on the part of the group in their interactions with one another.

Appendix D (Cont'd)

EPISODE IX
Grade: 3
Focus: On the class
Class of Behavior: Noninvolvement in group goal

Two girls are standing before the class taking turns reading from their books. The rest of the class is involved in individual work at their seats. There is considerable noise and inattention in the room.

EPISODE X
Grade: 2
Focus: Sandra at the table
Class of Behavior: Intense social involvement

Sandra is seated alone at her desk while the rest of the class is gathered around the visiting music teacher singing songs. The regular teacher talks to Sandra and finally persuades her to join the rest of the group.

EPISODE XI
Grade: 3
Focus: On Lily
Class of Behavior: Routine classroom functions

The teacher is handing out lunch tickets to the children in the room. Lily has her head down on her desk and is crying because she has misplaced her lunch ticket. The teacher is alerted to Lily's plight by another child. She then talks with Lily, comforting her until all of the children leave for lunch.

EPISODE XII
Grade: 3
Focus: On Phil and Joe, two boys at a table
Class of Behavior: Noninvolvement in Group Goal

Children are working at their desks on various assignments. Phil and Joe, who are seated next to one another, are conversing and looking around the room in a mischievious way. They soon leave their seats and go to the side of the room where they continue to interact with one another in much the same fashion.

Appendix D (Cont'd)

EPISODE XIII
Grade: 1
Focus: Sally and Anna seated on the floor
Class of Behavior: Intense social involvement

Sally and Anna are seated together on the floor. Sally has her arm around Anna who sometimes appears to be resisting this attention. Several other children wander by and some join the two girls sitting on the floor.

Appendix E

Description of Simulation Test Episodes

EPISODE I
Grade: 2
Focus: Bobby
Class of Behavior: Needful of academic help

The teacher has organized a reading group. She has requested Bobby to read the first paragraph out loud. Bobby begins reading but soon has trouble with some of the words. Consequently, there are long periods of silence while he tries to figure out the words giving him difficulty.

EPISODE II
Grade: 2
Focus: Jeanie
Class of Behavior: Needful of academic help

The teacher is still working with the same reading group and it is now Jeanie's turn to read. The class has been instructed to listen carefully to what Jeanie says in order to answer questions about the story. Jeanie is a little self-conscious and at times she is downright shy.

EPISODE III
Grade: 2
Focus: Walt
Class of Behavior: Noninvolvement in group goal

It is arithmetic period and the teacher is in the process of explaining a problem revolving around the concept of "time." Walt, who displays high achievement and exhibits superior ability particularly with mechanical devices, is engrossed in fingering his friend's watch.

EPISODE IV
Grade: 2
Gocus: Beth
Class of Behavior: Conflict behavior

It is mid-morning and time for recitation. The children have been told by the teacher to learn a poem so they can recite it for the class. Beth has been called on to recite. She complains to the teacher that she does not want to be first.

Appendix E (Cont'd)

EPISODE V
Grade: 2
Focus: Bobby
Class of Behavior: Rule breaking behavior

It is a few minutes before lunch time. The teacher is waiting for the class to settle down before dismissing them. Bobby, who has been warned once already about blowing his whistle in the classroom, takes the whistle from his pocket and begins to blow it.

EPISODE VI
Grade: 2
Focus: Sam
Class of Behavior: Noninvolvement in group goal

The children have returned from lunch and are acting out the song, "Four and Twenty Blackbirds," before beginning afternoon seat work. Sam has been given the key blackbird role. He does not become very involved in this and soon loses interest in his part.

EPISODE VII
Grade: 2
Focus: Don
Class of Behavior: Rule breaking behavior

During music period the teacher has encouraged "free expression" on the part of the children. Don continues to repeat the actions from the last song even though the song is over. His behavior is distracting to the boy sitting next to him.

EPISODE VIII
Grade: 2
Focus: Peggy
Class of Behavior: Routine classroom functions

This is "show-and-tell" period. The teacher has asked the children to draw a picture and when they have finished to explain it to the class. Peggy, who is somewhat reserved, is the last child to present her picture.

Appendix E (Cont'd)

EPISODE IX
Grade: 2
Focus: Oscar
Class of Behavior: Routine classroom functions

The class has been assembled for afternoon reading. There has been an epidemic of mumps in the community and one of the children went home at noon with a sore throat. Oscar, who has been asked to read, complains of a sore throat.

EPISODE X
Grade: 2
Focus: Entire class
Class of Behavior: Noninvolvement in group goal

There are fifteen minutes left in the science period. The children have been working in their science workbooks for twenty minutes. There is quite a bit of restless activity among the children and some evidences of boredom, too. Two supervising teachers are observing from the back of the room.

EPISODE XI
Grade: 2
Focus: Entire class
Class of Behavior: Rule breaking behavior

It is the end of the day. The teacher has asked the class to quietly return their desks to their usual places and prepare to go home. There is a great deal of noise and rowdy behavior as the children hurry to the door.

Appendix F

Word Test Items Submitted to the Item Analysis; Their Category Codifications, Their Response Weights, and the Correlation Coefficients Resulting from the Analysis

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
1. The supervision in this classroom seems to be adequate.	8.3b.Sp.I	AH,SA,ID,DH,SD	.14	.15				.12
2. A loosely structured class generally is a productive one.	8.1b.G.I	DH,ID,AH,SD,SA	.14	.26		.23		.28
*3. John appears to be a mischievous child.	*1.Sp.I	ID,AH,DH,SA,SD	.50	.48	.52			.49
*4. A child such as John is a bad influence on other children.	*5.G.I	DH,ID,SD,AH,SA	.49	.51		.48		.48
5. John is probably above average in intelligence.	1.Sp.I	ID DH,AH SA,SD	.39	.38	.43			.38
6. John's mischievous behavior is probably a result of having parents who are too strict.	1.Sp.I	ID AH,DH SA,SD	.26	.20	.27			.22
7. John's behavior suggests he has a lot of nervous energy.	1.Sp.I	AH,SA,ID,DH,SD	.24	.25	.21			.26
*8. John seems to be a happy child.	*1.Sp.I	ID,AH,DH,SA,SD	.60	.56	.60			.50

Appendix F (Cont'd)

Episode I	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen. Sanct.	Interp.
9. The children John interacted with appear to like him.	2.Sp.I	ID,AH,SA,DH,SD	.56	.53	.58		.54
10. John will most likely be a lively, energetic child throughout his school years.	1.Sp.I	AH,ID,SA,DH,SD	.32	.33	.33		.38
11. John will probably be a good athlete.	1.Sp.I	ID,DH,SD,AH,SA	.44	.40	.43		.42
12. John would probably behave more appropriately in a classroom that has more structure.	1.Sp.I	ID,AH,DH,SA,SD	.41	.41	.43		.41
	8.3d.Sp.I			.38	.38		.41
13. John probably prefers outdoor activities to those of the classroom.	1.Sp.I	AH,ID,SA,DH,SD	.22	.15	.18		.12
14. Children such as John often become a "teacher's pet."	2.G.I	DH,SD,ID,AH,SA	.21	.28		.38	.30
*15. John seems to be an anxious child.	*1.Sp.I	ID,AH,DH,SA,SD	.46	.46	.53		.44
*16. John is a "show-off."	*1.Sp.I	ID,AH,DH,SA,SD	.48	.43	.48		.45
*17. When a child shows off it generally means he is insecure.	*2.G.I	ID AH,DH SA,SD	.58	.56		.42	

Appendix F (Cont'd)

Episode I	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
18. If the teacher had paid some attention earlier, John probably wouldn't have performed the "baseball swing."	2.Sp.I	AH,ID,SA,DH,SD	.04	.06	.08			.07
19. A "mischief maker" at this age is likely to be a "mischief maker" in the upper grades.	5.G.I	AH,ID,SA,DH,SD	9.99	9.99		.05		9.99
*20. The teacher should have disciplined John when he performed the "baseball swing."	*1.Sp.Sa	DH,SD,ID,AH,SA	.27	.32	.37		.53	
	*8.3c.Sp.Sa			.43			.45	
21. In raising his hand immediately after "the swing," John was probably trying to make the teacher think he was paying attention.	1.Sp.I	ID AH,DH SA,SD	.44	.41	.45			.41
22. The teacher probably couldn't control John.	1.Sp.I	ID,DH,SD,AH,SA	.32	.31	.34			.25
	8.2.Sp.I			.31	.34			.25
*23. A child like John should be strictly controlled.	*5.G.I	DH,SD,ID,AH,SA	.24	.30		.29		.23
	*8.1c.G.I			.24		.23		.23
24. A boy as active as John probably needs more physical activity than do children in general.	5.G.I	AH,SA,ID,DH,SD	9.99	9.99		9.99		9.99

Appendix F (Cont'd)

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
25. John appears to be a leader in the classroom.	1.Sp.I	ID,AH,DH,SA,SD	.34	.28	.33			.32
*26. The teacher should channel John's energy into more constructive activities.	*1.Sp.Sa	AH,ID,SA,DH,SD	.45	.46	.51		.52	
	*8.3c.Sp.Sa			.58	.55		.49	
*27. The teacher behaved appropriately when she ignored John's "acting up."	*1.Sp.Sa	AH,ID,SA,DH,SD	.24	.28	.30		.49	
	*8.3c.Sp.Sa			.36	.37		.44	
28. Children who are as active as this in the classroom should be separated from the rest of the group.	1.Sp.Sa	DH,SD,ID,AH,SA	.18	.11	.15		.19	
	8.1b.Sp.Sa			.15	.30		.18	
29. The classroom work was probably beyond John's ability.	3.Sa.I	ID AH,DH SA,SD	.39	.53	.47			.60
30. Intelligent children who are bored with normal classroom routine often act up in class.	1.Sa.I	AH,SA,ID,DH,SD	.16	.10	.13			.07
31. Behavior like John's is nearly always disruptive to the class.	1.G.I	AH,SA,ID,DH,SD	.08	.03		.05		.05
*32. John's pretending to swing the bat was probably a bid for attention.	*2.Sa.I	ID AH,DH SA,SD	.64	.59	.59			.60

Appendix F (Cont'd)

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
33. Previous teachers have apparently not taken the responsibility of helping John adjust to normal classroom routine.	3.Sa.I	ID,DH,SD,AH,SA	.41	.38	.43			.44
	8.2.Sa.I			.40	.40			.22
34. Children who seek attention in the classroom ordinarily are those who do not get a sufficient amount of attention at home.	2.G.I	ID,AH,DH,SA,SD	.46	.41		.22		.41
*35. If the teacher would give John special attention in a one-to-one relationship, he probably would no longer act up.	*2.Sa.I	DH,ID,SD,AH,SA	.29	.28	.27			.28
	*8.3c.Sa.I			.38	.37			.33
36. John will be a leader wherever he goes.	1.Sa.I	ID,DH,SD,AH,SA	.42	.42	.47			.43
37. John is probably the type of child who coerces other children into doing his bidding.	2.Sa.I	ID,DH,SD,AH,SA	.53	.49	.51			.51
*38. John is probably not accepted by the teacher.	*2.Sa.I	ID,DH,SD,AH,SA	.53	.58	.63			.60
	*8.2.Sa.I			.53	.54			.17

Appendix F (Cont'd)

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
39. When John stands up and swings as though swinging at a ball, he is probably just "letting off steam."	1.Sa.I	ID,DH,SD,AH,SA	.14	.23	.23			.28
40. The teacher should make an effort to see that John is kept busy.	1.Sp.Sa	AH,SA,ID,DH,SD	.42	.47	.39		.33	
	8.3c.Sp.Sa			.30		.29		
41. Boys cause more problems in the classroom than do girls.	5.Sp.I	AH,SA,ID,DH,SD	.01	.07	.11			.09
42. The teacher probably ignored John's raised hand intentionally.	8.3c.Sp.I	AH,SA,ID,DH,SD	.05	.01			.17	
*43. John is probably a bully.	*2.Sp.I	ID,DH,SD,AH,SA	.50	.55	.58			.54
*44. John is probably bored.	*1.Sp.I	ID,AH,DH,SA,SD	.45	.48	.52			.49
*45. If the teacher would give John more stimulating work, he would probably be a more compliant student.	*1.Sp.I	ID,AH,DH,SA,SD	.54	.61	.62			.59
	*8.3c.Sp.I			.57	.58			.64
46. John's making a face is probably a sign that he dislikes the teacher.	1.Sp.I	DH,SD,ID,AH,SA	.21	.21	.17			.18

Appendix F (Cont'd)

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
47. John demonstrates an ability to interact warmly with other children.	2.Sp.I	ID,AH,DH,SA,SD	.36	.44	.42			.44
48. Children who "act up" are a teacher's most trying problem.	1.G.I	AH,ID,SA,DH,SD	9.99	.05		.16		.13
*49. John should be moved to a desk where the teacher can keep an eye on him.	*1.Sp.Sa	DH,ID,SD,AH,SA	.51	.55	.59		.49	
	*3c.Sp.Sa			.53	.54		.52	
*50. Children who grimace are probably tense.	*1.G.I	ID,AH,SA,DH,SD	.44	.51		.53		
51. A teacher should watch a child like John closely.	1.G.Sa	SA,AH,ID,DH,SD	9.99	9.99		9.99	9.99	
	8.1b.G.Sa			9.99		9.99	9.99	
Episode II								
1. For first graders, this group of children seemed to be well behaved.	5.S.I	SA,AH,ID,DH,SD	9.99	.07				.06

Appendix F (Cont'd)

	Episode II	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*2.	Cindy seemed to be enjoying the attention being paid her.	*2.Sp.I	AH,ID,SA,DH,SD	.39	.36	.35		.36	
		*8.3b.Sp.I			.31	.32			.46
3.	The teacher should not have allowed Chad's behavior to continue.	2.Sp.Sa	DH,ID,SD,AH,SA	.32	.40	.38		.31	
*4.	It is unusual for a first grade boy to show such intimate expression toward a girl.	*2.G.I	DH,SD,ID,AH,SA	.46	.54		.62		.54
5.	It is likely that Chad is going through the Oedipal stage of development.	2.Sp.I	ID,DH,SD,AH,SA	.29	.39	.36			.35
*6.	Chad probably enjoys being with girls more than he does with boys.	*2.Sp.I	ID AH,DH SA,SD	.63	.70	.72			.70
7.	Most any girl this age would have moved away from a boy who tried to hold her hand.	2.G.I	AH,ID,SA,DH,SD	.19	.18		.15		.21
*8.	Children should not be allowed to sit on the bare floor.	*4.G.Sa	DH,SD,I,D,AH,SA	.13	.16		.22	.21	
		*8.1b.G.Sa			.25		.24	.21	

Appendix F (Cont'd)

Episode II	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
9. The other children seemed unconcerned with the interaction between these two children.	2.Sp.I	AH,SA,ID,DH,SD	.38	.36	.33			.37
10. These two children are probably playmates outside the classroom.	2.Sp.I	ID,AH,SA,DH,SD	.34	.33	.36			.36
11. It is unusual for a boy and a girl of this age to have such a close friendship.	2.G.I	DH,SD,ID,AH,SA	.44	.47		.56		.49
12. Chad seemed to be teasing Cindy.	2.Sp.I	DH,ID,SD,AH,SA	.18	.17	.15			.15
13. At this age friends usually play together rather than talk together.	2.G.I	DH,SD,ID,AH,SA	.34	.40		.44		.39
14. Chad's behavior suggested he was embarrassed when the other children joined them on the floor.	2.Sp.I	SD,DH,ID,AH,SA	9.99	9.99	9.99			9.99
15. The teacher should not have allowed these children to hold hands.	2.Sp.Sa	SD,DH,ID,AH,SA	.05	.10	.10		.16	
	8.3c.Sp.Sa			9.99	9.99		.29	9.99
16. The teacher should have separated Chad and Cindy when Chad put his head on Cindy's shoulder.	2.Sp.Sa	DH,ID,SD,AH,SA	.31	.34	.34		.44	
	8.3c.Sp.Sa			.36			.34	

Appendix F (Cont'd)

Episode II	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
17. These children seemed to like one another.	2.Sp.I	SA,AH,ID,DH,SD	9.99	9.99	9.99			9.99
*18. Boy-girl friendships should be encouraged in the primary grades.	*2.G.S	AH,SA,ID,DH,SD	.19	.26		.43	.39	
	*8.1b.G.S			.23		.24	.28	
*19. Girls should be taught not to "encourage" boys the way Cindy did.	*2.G.S.	DH,ID,SD,AH,SA	.36	.39		.57	.45	
	*8.1b.G.S			.42		.44	.41	
20. Teachers should do whatever they can to facilitate the development of friendships in the classroom.	2.G.S	SA,AH,ID,DH,SD	9.99	9.99		.05	.11	
	8.1b.G.S			9.99		9.99	9.99	
*21 It is usually unwise to allow close friends to sit near each other in a classroom.	*2.G.S	DH,ID,SD,AH,SA	.36	.41		.42	.50	
	*8.1b.G.S			.31		.32	.32	
22. Children of this age usually have only one close friend.	2.G.I	DH,ID,SD,AH,SA	.40	.34		.44		.34
*23. The teacher should have supervised this interaction more closely.	*2.Sp.Sa	DH,ID,SD,AH,SA	.51	.49	.48		.64	
	*3c.Sp.Sa			.51	.50		.43	
24. Cindy will probably begin dating early.	2.S.I	ID AH,DH SA,SD	.32	.30	.32			.28

Appendix F (Cont'd)

Episode II	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
25. Chad and Cindy probably have a "crush" on one another.	2.S.I	AH,ID,SA,DH,SD	.26	.23	.22			.23
*26. Chad probably has difficulty developing relationships with other boys in the class.	*2.S.I	ID AH,DH SA,SD	.54	.58	.59			.57
*27. A teacher should never let pairs drift away from the rest of the group without close supervision.	*2.Sp.Sa	DH,ID,AH,SD,SA	.31	.29	.27		.41	
	*8.1b.Sp.Sa			.45	.56		.47	
28. The other children who approached this pair probably did so out of curiosity out of their behavior toward one another.	2.Sp.I	DH,SD,ID,AH,SA	.35	.44	.40			.43
*29. These two children should have been separated immediately.	*2.Sp.Sa	SD,DH,ID,AH,SA	.14	.13	.13		.43	
	*8.3c.Sp.Sa			.25	.25		.32	
*30. Both children should be encouraged to seek relationships with other children in the classroom.	*2.Sp.Sa	AH,SA,ID,DH,SD	.33	.31	.30		.35	
	*.3c.Sp.Sa			.42	.43		.41	
31. Relationships such as this impede learning.	2.G.I	DH,SD,ID,AH,SA	.26	.29		.41		.25
	8.1d.I			.31		.32		.29

Appendix F (Cont'd)

Episode II	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
32. Physical closeness is normal for children of this age.	2.G.I	AH,SA,ID,DH,SD	.17	.17		.18		.15
*33. It probably was wise for the teacher to ignore Chad and Cindy.	*2.Sp.I	AH,SA,ID,DH,SD	.19	.21	.20		.46	
	*8.3c.Sp.Sa			.27	.26		.23	
34. The atmosphere in this classroom did not seem conducive to good learning habits.	2.Sp.I	DH,SD,ID,AH,SA	.15	.21	.20			.17
	8.3b.Sp.I			.10	.09			.12
35. Both of these children seemed perfectly at ease in their relationship.	2.S.I	AH,SA,ID,DH,SD	.19	.19	.18			.21
36. These two children will probably experience satisfying social relationships in later years.	2.S.I	AH,ID,SA,DH,SD	.35	.41	. 35			.37
*37. The social development of Chad and Cindy is advanced for children of this age.	*2.S.I	ID,DH,SD,AH,SA	.64	.72	.72			.73
*38. Cindy seems annoyed by Chad's behavior.	*2.S.I	DH,SD,ID,AH,SA	.18	.73	.19			.21

Appendix F (Cont'd)

Episode II	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
39. When two children are as friendly as Chad and Cindy other children are apt to avoid them.	2.S.I	DH,SD,ID,AH,SA	.23	.30	.26			.28
40. Close friendships such as this attract other children.	2.S.I	AH,SA,ID,DH,SD	.19	.19	.22			.22
Episode III								
1. Connie is probably imitating behavior she has seen at home.	1.Sp.I	AH,SA,ID,DH,SD	.16	.15	.16			.17
2. The teacher probably is not aware that Connie is spitting on her kleenex before she wipes her face.	4.Sp.I	ID AH,DH SA,SD	.32	.29	.51			.24
*3. This is an unhealthful habit.	*4.Sp.I	AH,ID,DH,SA,SD	.24	.33	.42			.34
4. Connie is probably more concerned with her appearance than she is with learning.	1.Sp.I	ID,AH,DH,SA,SD	.42	.37	.37			.36

Episode III	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
5. The other children would probably tease Connie if they noticed her doing this.	4.Sp.I	DH,ID,SD,AH,SA	.12	.11	.15			.12
6. Girls this age generally evidence interest in make-up.	1.G.I	SA,AH,ID,DH,SD	.20	.18		.12		.16
7. Connie will probably be "boy crazy" in a few years.	4.Sp.I	ID AH,DH SA,SD	.12	.19	.31			.26
8. The teacher should make a special point of talking with this girl about her behavior.	4.Sp.Sa			9.99	9.99		9.99	
		AH,ID,SA,DH,SD	9.99					
	8.3c.Sp.Sa			9.99			9.99	
9. The teacher should have taken advantage of this behavior to give the class some instruction on personal cleanliness.	4.Sp.Sa			.20	.33		.23	
		SD,DH,ID,AH,SA	.07					
	8.3a.Sp.Sa			.49			.85	
10. You would not likely see a boy of the same age doing this sort of thing.	4.G.I	AH,SA,ID,DH,SD	.11	.17		.20		.18
11. Children should be taught that their spital is germ-laden.	4.G.Sa			.01		.07	.19	
		AH,SA,ID,DH,SD	9.99					
	8.1b.G.Sa			9.99		9.99	9.99	

Appendix F (Cont'd)

Episode III	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
12. At this age children must have guidance from teachers in their personal hygiene.	4.G.3a	SA,AH,ID,DH,SD	9.99	.02		.10	.25	
	8.1b.G.Sa			9.99		9.99	.02	
13. Connie's behavior is an indication of emotional disturbance.	4.Sp.I	ID,DH,AH,SD,SA	.30	.20	.36			.27
14. This behavior is unusual for a child at any grade level.	4.Sp.I	DH,ID,SD,AH,SA	.28	.18	.26			.23
15. The teacher was probably wise in permitting this behavior to continue.	1.Sd.Sa	AH,ID,SA,DH,SD	.20	.20	.24		.26	
	8.3c.Sp.Sa			.32			.29	
16. This should be considered as neurotic behavior.	4.Sp.Sa	SD,DH,ID,AH,SA	.14	.22	.23		.43	
	8.3d.Sp.Sa			.94	.92		.50	
17. Probably, Connie was wiping her face in order to gain special attention from the teacher.	2.Sp.I	SD,DH,ID,AH,SA	.10	.37	.37			.37
*18. This sort of behavior is likely to be disturbing to other children.	*4.G.I	DH,ID,SD,AH,SA	.31	.41		.35		.42
19. If other children saw Connie wiping her face in this way they would be likely to do it too.	4.Sp.I	DH,ID,SD,AH,SA	.16	.23	.20			.28

Appendix F (Cont'd)

Episode III	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*20. Spitting on one's kleenex and then wiping one's face with it is indicative of lower class health standards.	*4.G.I	DH,ID,SD,AH,SA	.56	.46		.43		.53
*21. There probably is no reason for the teacher to interfere with Connie's behavior.	*4.Sp.I	AH,SA,ID,DH,SD	.13	.23	.34			.19
	*8.3c.Sp.I			.27	.28			.12
22. Connie's behavior suggests that she doesn't understand how germs are spread.	3.Sp.I	ID AH,DH SA,SD	.42	.53	.53			.66
*23. The teacher should have capitalized on this incident to teach the children something about proper social behavior.	*4.Sp.Sa	DH,SD,ID,AH,SA	.33	.33	.39		.34	
	*8.3a.Sp.Sa			.33	.33		.31	
*24. If a child did this sort of thing often it would be wise to talk with her parents about it.	*4.G.Sa	AH,SA,ID,DH,SD	.18	.30		.33	.21	
	*8.1c.G.Sa			.21		.20	.23	
*25. Allowing children to do things like this will lead to the development of bad habits.	*4.G.I	ID,DH,SD,AH,SA	.26	.29		.28		.33
	*8.1b.A.I			.26		.25		.27

Appendix F (Cont'd)

Episode III	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
26. Perhaps the best way of handling this situation would be to ridicule the child for her behavior.	4.Sp.Sa	SD,DH,ID,AH,SA	9.99	9.99	.10		.12	
	8.3c.Sp.Sa			9.99			9.99	
*27. Children should never be allowed to spit in the classroom, even into a handkerchief.	*4.Sp.Sa	DH,SD,ID,AH,SA	.23	.27	.24		.32	
	*8.1b.Sp.Sa			.27	.31		.30	
*28. Connie seems to be an anxious child.	*4.Sp.I	ID AH,DH SA,SD	.54	.34	.51			.43
*29. Ignoring the situation was probably the best way of handling it.	*4.Sp.Sa	AH,SA,ID,DH,SD	.12	.19	.30		.39	
	*8.3c.Sp.Sa			.21	.20		.24	
*30. Connie must be overly concerned about having a dirty face.	*4.Sp.I	ID AH,DH SA,SD	.46	.39	.49			.46
*31. If the teacher was aware of this behavior she should have put a stop to it.	*4.Sp.Sa	DH,SD,ID,AH,SA	.28	.40	.34		.37	
	*8.3c.Sp.Sa			.34	.34		.42	
32. The teacher should have sent Connie to the lavatory to wash her face.	4.Sp.Sa	DH,SD,ID,AH,SA	.12	.31	.35		.42	.72
	8.3c.Sp.Sa			.11			.09	

Appendix F (Cont'd)

Episode III	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
33. A teacher should not draw attention of the class to personal habits a child may have.	4.G.Sa	AH,SA,ID,DH,SD	.09	.09	.32	.10	.22	
	8.1b.G.Sa			.16		.17	.19	
34. This behavior is apparently a well-established habit of Connie's.	4.Sp.I	ID,AH,SA,DH,SD	.33	.31				.35
Episode IV								
*1. The children did not seem to be involved in the reading exercise.	*1.Sp.I	AH,SA,ID,DH,SD	.42	.46	.43			.49
*2. When children are bored, it is likely that little directed learning will take place.	*1.G.I	AH,SA,ID,DH,SD	.39	.41		.42		.44
3. The seating arrangement for the children was probably such that some of the children were unable to hear the poem.	1.Sp.I	DH,SD,ID,AH,SA	9.99	9.99			9.99	9.99
	8.3b.Sp.I			9.99			.02	.05

Appendix F (Cont'd)

	Episode IV	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
4.	For the children to benefit most from a reading lesson the teacher periodically should have asked questions about that which was being read.	3.Sp.Sa	AH,SA,ID,DH,SD	.21	.36	.37			
		8.3b.Sp.Sa			.28	.30		.40	
*5.	When a group fails to become involved it is usually necessary for a teacher to change her technique or material.	*1.Sp.Sa			.29	.25		.16	
6.	Children this age ordinarily enjoy having a teacher read to them.	1.G.I	AH,SA,ID,DH,SD	.24	.23		.17		.25
*7.	The reading activity probably extended over too long a period of time to permit interest to be maintained.	*1.Sp.I	ID AH,DH SA,SD	.52	.56	.58			.59
		*8.3b.S.I			.51	.49			.51
8.	Most children get bored when an activity is carried on for a long period of time.	1.G.I	SA,AH,ID,DH,SD	9.99	9.99		9.99		9.99
		8.1b.G.I			9.99		9.99		9.99
*9.	This teacher did not seem to be interested in the reading group.	*2.Sp.I	ID,AH,DH,SA,SD	.61					

Appendix F (Cont'd)

Episode IV	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
10. There seemed to be too many children in the group.	8.3b.Sp.I	DH,SD,ID,AH,SA	.09	.10	.08			.15
11. The teacher had good rapport with her pupils throughout the lesson.	2.Sp.I	DH,SD,ID,AH,SA	.30	.25	.23			.24
*12. A teacher cannot expect to hold the children's attention long during a holiday season.	*1.Sp.I	AH,SA,ID,DH,SD	.18	.27	.24			.29
	*8.1b.Sp.I			.33	.40			.39
*13. A poem generally is not interesting to both boys and girls.	*1.G.I	DH,SD,ID,AH,SA	.32	.38			.35	
	*8.1a.G.I			.37		.37		.48
14. Children lose respect for teachers who sit with them while reading.	2.G.I	DH,SD,ID,AH,SA	.22	.18		.06		.18
	8.1b.G.I			.21		.20		.23
15. The teacher did not seem to care whether or not the children hear her.	2.Sp.I	ID AH,DH SA,SD	.52					
16. When children lose interest in an activity a teacher should give them something else to do.	1.G.S	ID AH,DH SA,SD	.37	.45		.48	.40	
	8.1a.G.S			.27			.62	

Appendix F (Cont'd)

Episode IV	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
17. The teacher did not seem to be relaxed and at ease in reading the poem to the children.	2.Sp.I	AH,SA,ID,DH,SD	9.99					
*18. At this age children tend to enjoy prose more than poetry.	*1.G.I	ID,AH,SA,DH,SD	.27	.31		.34		.35
	*8.1a.G.I			.31		.32		.35
*19. The teacher's attention seemed to be directed to only a few children in the reading group.	*8.2.Sp.I	ID AH,DH SA,SD	.39					
20. The teacher should have been paying more attention to members of the class outside the reading group.	8.3b.Sp.I	ID AH,DH SA,SD	.35	.30	.26		.29	
21. The teacher should have insisted that the children pay more attention to her.	1.Sp.Sa	ID AH,DH SA,SD	.26	.39	.38		.46	
	8.3c.Sp.Sa			.38			.39	
22. To learn best students need to take an active part in the learning process.	8.1b.G.I	AH,SA,ID,DH,SD	.28	.28		.28		.29
*23. When children do not pay attention one can be relatively sure that discipline is generally lacking in the classroom.	*1.G.I	ID AH,DH SA,SD	.58	.60		.52		.55
	*8.1b.G.I			.59		.58		.56

Appendix F (Cont'd)

Episode IV	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
24. A class probably should not be broken up into small groups for reading lessons.	8.1b.G.S	DH,SD,ID,AH,SA	.19	.12		.14	.06	
25. The teacher was probably angry with the children who were not paying attention.	1.Sp.I	ID AH,DH SA,SD	.14	.36	.38			.36
	8.2.Sp.I							
26. The boy who was talking with the teacher probably was a "teacher's pet."	2.Sp.I	ID AH,DH SA,SD	.43	.35	.37			.37
27. Situations like this seldom occur in the classroom.	1.G.I	DH,SD,ID,AH,SA	.15	.19		.34		.21
	8.1b.G.I			.31		.30		.32
28. Teachers ought to maintain physical distance between themselves and the children they teach.	8.1b.G.I	DH,SD,ID,AH,SA	.13	.15		.19		.16
				.16		.17		.18
*29. Experiences like this are probably a major cause of children disliking school when they are older.	*1.G.I	ID AH,DH SA,SD		.57		.59		.56
	*8.1b.G.I			.49		.49		.49
30. A situation like this is likely to result in children losing respect for a teacher.	2.G.I	AH,SA,ID,DH,SD	.15	.20		.33		.19
	8.1b.G.I			.14		.14		.10

Appendix F (Cont'd)

Episode IV	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
31. The group at the table was too large for interest to be maintained.	1.Sp.I	DH,SD,ID,AH,SA	.32	.31	.28			.35
	8.3b.Sp.I			.33	.32			.40
32. The poem the teacher was reading was apparently beyond the comprehension of the children.	3.Sp.I	ID AH,DH SA,SD	.32	.48	.58			.56
	8.3a.Sp.I			.48				.68
33. The boy that yawned should have been reprimanded.	1.Sp.Sa	DH,SD,ID,AH,SA	.09	.03	9.99			9.99
	8.3c.Sp.Sa			.04				.05
34. The girl reading her book should have been told to put it away while the teacher was reading.	1.Sp.Sa	AH,SA,ID,DH,SD	.16	.13	.15		.14	
	8.3c.Sp.Sa			.14			.13	
35. The children's lack of attention was probably a display of hostility toward the teacher.	1.Sp.I	ID,DH,SD,AH,SA	.58	.57	.60			.57
	8.3d.Sp.I			.53	.52		.56	.56
*36. This group of children were probably the slow learners.	*1.Sp.I	ID AH,DH SA,SD	.45	.48	.47			.48

Appendix F (Cont'd)

	Episode V	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*1.	Boys at this age enjoy body contact sports.	5.G.I	AH,SA,ID,DH,SD	.42	.43		.38		.43
2.	The teacher should not have let the wrestling continue after the boys were on the floor.	5.Sp.Sa			9.99	9.99		.07	
			SA,AH,ID,DH,SD	9.99					
		8.3c.Sp.Sa			9.99	9.99		9.99	
3.	Girls this age rarely wrestle.	5.G.I	AH,SA,ID,DH,SD	.05	.05		.14		.05
4.	It is a mistake to make an issue of wrestling in the classroom amongst second graders.	5.G.Sa			.24		.32	.37	
			DH,SD,ID,AH,SA	.29					
		8.1b.G.Sa			.28		.29	.29	
*5.	It is unwise to let some children have control over others.	*5.G.Sa			.47		.48	.40	
			DH,ID,SD,AH,SA	.45					
		*8.1b.G.Sa			.40		.39	.38	
6.	The fight did not seem to affect the class as a whole.	5.Sp.I	SD,DH,ID,AH,SA	9.99	.03	.16			.05
7.	The teacher should have intervened when the small group of children gathered around the wrestling area.	5.Sp.I			9.99	9.99		9.99	
			SA,AH,ID,DH,SD	9.99					
		8.3c.Sp.Sa			9.99			9.99	
8.	The two boys working at the table in the foreground seemed eager to be included in the excitement.	5.Sp.I	AH,SA,ID,DH,SD	.33	.37	.45			.38

Appendix F (Cont'd)

Episode V	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
9. Harry and Dick and the two boys trying to break up the wrestling probably constitute an exclusive clique.	5.Sp.I	ID DH,AH SA,SD	.28	.32	.41			.32
10. The two boys working at the table seemed apprehensive of trying to get in on the excitement.	5.Sp.I	DH,ID,SD,AH,SA	.05	.07	.12			.12
11. Any teacher would have difficulty deciding what discipline measures would be appropriate in this situation.	5.G.I	DH,SD,ID,AH,SA	.03	.09		.12		.06
	8.2.G.I			.04		.26		.03
12. All in all the scuffle seemed to be a relatively harmless affair.	5.Sp.I	AH,SA,ID,DH,SD	.28	.24	.24			.20
*13. It is usually the teacher's fault when things such as wrestling occur during class time.	*5.G.I	DH,ID,SD,AH,SA	.30	.26		.33		.22
	*8.1b.G.I			.39		.38		.36
*14. Allowing children to solve their own differences is generally of greater value to them than having a teacher step in to settle them.	*5.G.I	AH,SA,ID,DH,SD	.36	.43		.28		.36
	*8.1b.G.I			.36		.35		.31

Epidsode V	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
15. Behavior such as this should never be allowed in the classroom.	5.G.Sa	AH,SA,ID,DH,SD	9.99	.04		.38	9.99	
	8.1b.G.Sa			.02		.01	.03	
16. The wrestling seemed to be disturbing to other children in the room.	5.Sp.I	AH,SA,ID,DH,SD	9.99	.11	.25			.14
17. The teacher should not have let the other boys assume the responsibility of separating Harry and Dick.	5.Sp.Sa	AH,SA,ID,DH,SD	.21	.26	.24		.20	
	8.3c.Sp.Sa			.20			.20	
18. Sometimes it is better for classmates to break up wrestling in the classroom than the teacher.	5.G.I	DH,ID,SD,AH,SA	.21	.24		.36		.22
	8.1b.G.I			.21		.22		.20
*19. There are probably too few limits set in this classroom.	*8.3b.Sp.I	ID AH,DH SA,SD	.34	.42	.44			.48
20. Children who have strict limits set at home are most often the children who "act up" most in the classroom.	3.G.I	ID AH,DH SA,SD	.48	.53		.36		.57
21. There probably is not enough free activity in this classroom.	8.3a.Sp.I	ID AH,DH SA,SD	.17	.66				.80

Appendix F (Cont'd)

Episode V	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*22. Wrestling should not be allowed any time or any place at school.	*5.G.Sa	DH,SD,ID,AH,SA	.33	.34		.19	.46	
	*8.1b.G.Sa			.40		.40	.44	
23. Flare ups such as this happen often in the second grade.	5.G.I	AH,SA,ID,DH,SD	.26	.34		.36		.32
24. These boys probably were not really angry at one another.	6.Gp.I	AH,SA,ID,DH,ID	.08	.11	.11			.12
25. If limits are not set in a classroom little directed learning is likely to take place.	3.G.I	AH,SA,ID,DH,SD	.19	.03		.68		.06
	8.1b.G.I			.30		.30		.27
*26. The teacher can best handle a scuffle by intervening as soon as it develops.	*5.G.I	AH,ID,SA,DH,SD	.46	.46		.51		.40
	*8.1c.G.I			.52		.51		.52
27. A large-scale scuffle often develops from a friendly "testing-of-strength" between boys.	5.G.I	AH,ID,SA,DH,SD	.31	.34		.41		.32
*28. More classroom scuffles occur in fun than in anger.	*5.G.I	ID,AH,SA,DH,SD	.44	.44		.40		.42

Appendix F (Cont'd)

Episode V	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*29. The teacher should have separated these boys as soon as they started scuffling at the table.	*5.Sp.Sa	ID,AH,DH,SA,SD	.35	.37	.26		.38	
	*8.3c.Sp.Sa			.42	.42		.38	
30. Often there is value in letting classroom scuffles "run their course."	5.G.Sa	DH,SD,ID,AH,SA	9.99	9.99		9.99	.04	
	8.1b.G.Sa			9.99		9.99	.03	
31. It is unusual for other children to get involved in a scuffle of this kind.	5.G.I	DH,SD,ID,AH,SA	.20	.25		.54		.25
32. Boys who scuffle most often in the classroom usually come from a home of lower socio-economic class standing.	5.G.I	ID,AH,DH,SA,SD	.34	.36		.16		.42
33. Children who scuffle most often in class are usually the less bright students.	5.G.I	ID AH,DH SA,SD	.31	.35		9.99		.41
34. Children who are leaders rarely scuffle.	5.G.I	ID,DH,AH,SD,SA	.24	.26		.39		.29
*35. Children should be encouraged to settle their differences somewhere other than in the classroom.	*5.G.Sa	DH,SD,ID,AH,SA	.26	.20		.39	.25	
	*8.1b.G.Sa			.32		.33	.48	

Appendix F (Cont'd)

Episode V	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
36. A friendly scuffle often turns into an angry fight.	5.G.I	AH,ID,SA,DH,SD	.37	.37		.22		.38
37. A child who scuffles consistently in the second grade is likely to be one who fights a great deal in high school.	5.G.I	ID,AH,SA,DH,SD	.13	.21		.14		.20
*38. A situation like this should be handled by the principal.	*5.G.Sa	DH,SD,ID,AH,SA	.26	.25		.65	.28	
	*8.1b.G.Sa			.32		.32	.28	
*39. It is likely that Harry and Dick have been enemies for a long time.	*6.Sp.I	ID,DH,SD,AH,SA	.45	.40	.39			.44
40. The fact that some of the other children tried to separate the boys indicates good group feeling in the class.	5.Sp.I	ID AH,DH SA,SD	.33	.36	.38			.39
41. All boys have an urge to compete in tests of physical strength.	5.G.I	AH,SA,ID,DH,SD	.18	.26		.27		.24
42. Children must learn to defend themselves.	5.G.I	AH,SA,ID,DH,SD	.02	.06		.29		.10

Appendix F (Cont'd)

Episode V	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
43. These boys probably ought to be given more difficult assignments.	8.3c.Sp.Sa	ID AH,DH SA,SD	.44	.17			.18	
44. Permissiveness on the part of the teacher is best in this kind of situation.	5.G.Sa	DH,SD,ID,AH,SA	.04	.01		.41	.16	
	8.1c.G.Sa			.21			.26	
*45. Harry and Dick are probably persistent trouble makers.	*5.Sp.I	ID AH,DH SA,SD	.56	.60	.51			.62
*46. These boys probably have fathers who don't ever scuffle with them.	*5.Sp.I	ID AH,DH SA,SD	.42	.42	.47			.47
47. Boys and girls differ in their need for roughhousing.	5.G.I	AH,SA,ID,DH,SD	.10	.06		.12		.03
48. "Maleness" is exhibited through fighting behavior.	5.G.I	SA,AH,ID,DH,SD	9.99	.12		.26		.11
Episode VI								
*1. When a teacher fails to gain children's interest behavior such as this is likely to occur.	*1.G.I	AH,SA,ID,DH,SD	.33	.35		.40		.40
	*8.2.G.I			.35		.44		9.99

Appendix F (Cont'd)

	Episode VI	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
2.	If Alice and Sue continue to behave this way, the teacher should take them aside and explain that it must stop.	1.Sp.Sa	ID,DH,SD,AH,SA	.35	.42	.47		.45	
		8.3c.Sp.Sa			.37			.39	
*3.	Children who are inattentive while the teacher is talking probably have little respect for her.	*1.G.I	ID AH,DH SA,SD	.48	.53		.57		.53
*4.	The hair tossing was probably one of the ways in which these girls respond to boredom.	*1.Sp.I	ID AH,DH SA,SD	.30	.43	.40			.47
*5.	If the teacher had introduced the lesson in an interesting way, the two girls probably would have behaved differently.	*1.Sp.I	ID AH,DH SA,SD	.51	.63	.62			.67
		*8.3b.Sp.I			.53	.54			.58
6.	The behavior of the two girls didn't seem to disrupt the others in the group.	1.Sp.I	AH,SA,ID,DH,SD	.12	.16	.17			.16
*7.	The teacher should have punished these girls for their behavior.	*1.Sp.Sa	DH,SD,ID,AH,SA	.32	.26	.27		.37	
		*8.3c.Sp.Sa			.35	.35		.33	

Appendix F (Cont'd)

	Episode VI	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
8.	The teacher should have separated Alice and Sue as soon as the hair tossing began.	1.Sp.Sa	SD,DH,ID,AH,SA	.25	.23	.23		.38	
		8.3c.Sp.Sa			.41			.42	
9.	Though the means are often different, girls in the first grade probably display as much "out-of-bounds" behavior in the classroom as do boys.	5.G.I	DH,ID,SD,AH,SA	.25	.23		.59		.22
10.	Tossing one's hair in this way is probably quite a pleasurable experience to children.	1.G.I	AH,ID,SA,DH,SD	.30	.32		.34		.38
11.	There seems to be little rapport between teacher and children in this class.	2.Sp.I	ID,DH,SD,AH,SA	.33	.33	.35			.34
12.	These children probably do not respect Orientals.	2.Sp.I	ID AH,DH SA,SD	.16	.14	.16			.18
*13.	In time, this entire group would likely fail to pay attention to this teacher.	*1.Sp.I	ID AH,DH SA,SD	.47	.62	.60			.65
14.	"Copy-cat" behavior should be squelched as soon as it manifests itself.	8.1c.G.Sa	SD,DH,ID,AH,SA	.23	.50			.37	

Appendix F (Cont'd)

Episode VI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
15. Children who copy the behavior of others will probably never be leaders.	1.G.I	SD,DH,ID,AH,SA	.19	.13		.14		.10
*16. Inattention in the classroom in grade one will breed poor study habits in later grades.	*1.G.I	ID AH,DH SA,SD	.46	.58		.58		.58
*17. This teacher probably works better with boys than she does with girls.	*2.Sp.I	ID AH,DH SA,SD	.29	.33	.32			.9
18. Boys of this age are less likely to notice skin color differences than are girls.	1.G.I	ID AH,DH SA,SD	.27	.31		.30		.33
19. The teacher should have indicated disapproval of this behavior.	1.Sp.Sa	AH,SA,ID,DH,SD	.31	.27	.26		.19	
	8.3c.Sp.Sa			.17			.17	
*20. Alice must be a child who is very aware of her physical self.	*1.Sp.I	ID AH,DH SA,SD	.52	.54	.51			.55
*21. If teachers ignore this sort of behavior it soon stops.	*1.G.I	ID,AH,SA,DH,SD	.27	.40		.36		.34
	*8.1c.G.I			.31		.29		.29

Episode VI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
22. The boy sitting between the girls apparently had lost interest in the reading lesson.	1.Sp.I	ID,AH,SA,DH,SD	.37	.54	.51			.58
*23. These two girls probably were seeking attention.	*2.Sp.I	ID AH,DH SA,SD	.64	.59	.62			.60
*24. The teacher seemed annoyed by Alice and Sue's behavior.	*1.Sp.I	ID DH,AH SD,SA	.37	.42	.43			.46
	*8.2.Sp.I			.43	.43			.30
*25. The teacher was wise in not drawing attention to these girls.	*1.Sp.Sa	AH,SA,ID,DH,SD	.24	.33	.33		.60	
	*8.3c.Sp.Sa			.40	.41		.56	
26. This kind of behavior should not worry a teacher.	1.G.I	AH,SA,ID,DH,SD	.42	.54		.54		.52
	8.1c.G.I			.58				.76
27. First graders almost always move about in a reading group situation.	1.G.I	AH,SA,ID,DH,SD	.34	.36		.43		.37
28. This kind of behavior can often become "contagious" among children.	1.G.I	AH,SA,ID,DH,SD	.24	.32		.31		.30

Appendix F (Cont'd)

Episode VI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*29. This teacher probably has difficulty gaining the children's attention on many occasions.	*1.Sp.I	ID DH,AH SA,SD	.60	.66	.66			.68
	*8.2.Sp.I			.62	.65			.12
*30 When children are not interested in what is being taught the activity should be changed.	*1.G.Sa	ID,DH,SD,AH,SA	.22	.36		.41	.26	
	*8.1a.G.Sa			.25		.25	.26	
31. It is necessary that a teacher be more patient with first graders than with children in other grades.	1.G.Sa	DH,SD,ID,AH,SA	.17	.21		.11	.31	
	8.1b.G.Sa			.16		.12	.17	
32. Introductions to lessons in grade one should not be long and drawn out.	8.1b.G.Sa	SA,AH,ID,DH,SD	9.99	9.99		9.99	.01	
33. Hair tossing is not unusual behavior in the primary grades.	1.G.I	AH,SA,ID,DH,SD	.21	.16		.25		.31
34. Calling attention to this behavior would probably reinforce it.	1.Sp.I	ID AH,DH SA,SD	.38	.48	.44			.49
	8.1b.Sp.I			.29	.42			.31
*35. Behavior such as this is nearly always distracting to other children.	*1.G.I	DH,SD,ID,AH,SA	.43	.48		.50		.47

Appendix F (Cont'd)

Episode VI	Category Loading	Order of Response	Correlation Coefficients Total Test	 Major Cat.	 Spec.	 Gen.	 Sanct.	 Interp.
*36. The teacher did not seem very interested in teaching reading.	*8.2.Sp.I	ID AH,DH SA,SD	.45	.53	.54			.16
Episode VII								
1. If a teacher is concerned about children doing their own work she should move seats farther apart.	5.G.Sa	ID,DH,AH,SD,SA	.33	.42		.42	.53	
	8.1b.G.Sa			.23		.21	.25	
2. Since Anne was having difficulty doing her own work the teacher should have helped her.	3.Sp.Sa	ID AH,DH SA,SD	.44	.57	.61		.64	
	8.3c.Sp.Sa			.42			.47	
3. Anne must have been afraid to ask the teacher for help.	3.Sp.I	ID AH,DH SA,SD	.50	.57	.55			.56
*4. Anne is probably slower at doing her work than are her classmates.	*5.Sp.I	ID AH,DH SA,SD	.47	.46	.51			.47
5. Copying from someone else's paper is probably typical of Anne.	5.Sp.I	ID,AH,SA,DH,SD	.41	.40	.52			.39

Appendix F (Cont'd)

Episode VII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
6. Separating Anne from the group would probably help her solve her cheating problem.	5.Sp.I	DH,SD,ID,AH,SA	.15	.20	.21			.20
	8.3c.Sp.I			.24				.48
7. The other children probably were looking at each other's papers too.	5.Sp.I	ID,AH,SA,DH,SD	.18	.22	.29			.26
*8. Anne is probably an unhappy child.	*5.Sp.I	ID AH,DH SA,SD	.52	.57	.65			.61
9. Children who perpetually erase their work are usually compulsive individuals.	5.G.I	ID AH,DH SA,SD	.29	.27		.36		.32
10. To be neat is a virute.	4.G.I	ID AH,DH SA,SD	.22	.20		.21		.30
*11. Anne is undoubtedly unable to work on her own.	*5.Sp.I	ID AH,DH SA,SD	.53	.53	.52			.53
12. Children who cheat frequently often lie or steal as well.	5.G.I	SA,AH,ID,DH,SD	9.99	9.99		.51		9.99
13. A child who copies cannot be trusted in other situations.	5.G.I	DH,SD,ID,AH,SA	.30	.23		.41		.21
14. Anne probably cannot "keep up" with her classmates.	5.Sp.I	ID AH,DH SA,SD	.38	.41	.50			.43

Appendix F (Cont'd)

Episode VII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
15. A teacher should punish a child for this kind of behavior.	5.G.Sa	SD,DH,ID,AH,SA	9.99	9.99			9.99	
	8.1c.G.Sa			.22		.40	.35	
16. Children who copy are usually disliked by their classmates.	5.G.I	ID AH,DH SA,SD	.36	.45		9.99		.50
17. The children around Anne apparently do not like her.	5.Sp.I	ID AH,DH SA,SD	.27	.35	.40			.40
*18. Children who are allowed to copy are often teacher's pets.	*5.G.I	ID AH,DH SA,SD	.51	.57		.10		.60
	*8.1b.G.I			.36		.36		.40
*19. This child probably is lacking in independence.	*5.Sp.I	AH,ID,SA,DH,SD	.61	.57	.48			.55
20. A teacher should encourage a child who is making an honest effort to complete an assignment.	3.G.Sa	SA,AH,ID,DH,SD	9.99	9.99		.55	9.99	
	8.1b.G.Sa			9.99		9.99	9.99	
21. Copying from another child's paper is common amongst second graders.	5.G.I	AH,SA,ID,DH,SD	.21	.25	.05		.30	
22. Only the duller students copy from other children's papers.	5.G.I	SD,DH,ID,AH,SA	9.99	9.99		.17		9.99

Appendix F (Cont'd)

Episode VII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*23. Looking on another child's paper in the second grade is a form of behavior which should cause little concern to teachers.	*5.G.Sa	SA,AH,ID,DH,SD	.39	.39		.29	.42	
	*8.1b.G.Sa			.31		.31	.26	
*24. Copying tends to become a habit.	*5.G.I	ID AH,DH SA,SD	.40	.44		.46		.44
25. A teacher should never permit copying of any kind to occur in the classroom.	5.G.Sa	SD,DH,ID,AH,SA	.26	.32	.41	.22	.42	
	8.1b.G.Sa			.25		.27	.27	
26. Children nearly always feel guilty when they cheat.	5.G.I	AH,SA,ID,DH,SD	9.99	.09	.10	9.99		.12
*27. Teachers can nearly always tell when a child has cheated.	*5.G.I	ID AH,DH SA,SD	.56	.58		.28		.56
	*8.2.G.I			.53		.47		.21
*28. A teacher should punish the child who lets someone copy from his work.	*5.G.Sa	SD,DH,ID,AH,SA	.23	.24		9.99	.43	
	*8.1c.G.Sa			.34		.32	.33	
29. Girls tend to copy more than boys.	5.G.I	ID,AH,SA,DH,SD	.29	.35	.41			.42
30. Children who come from homes with high standards rarely cheat.	5.G.I	DH,SD,ID,AH,SA	.27	.18	.24	.15		.21

Appendix F (Cont'd)

Episode VII	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
31. Repeated cheating in class is usually a sign of maladjustment.	5.G.I	AH,SA,ID,DH,SD	9.99	.03		.10		9.99
32. A child who cheats repeatedly in the primary grades is likely to continue to cheat in the secondary grades.	5.G.I	AH,SA,ID,DH,SD	.08	.05	.05	.11		.02
33. A child who copies another's paper is likely to become an untrustworthy adult.	5.G.I	DH,SD,ID,AH,SA	.02	9.99		.02		9.99
34. Anne probably is unsure of herself.	5.Sp.I	AH,SA,ID,DH,SD	.13	.24				.24
*35. Anne probably never has a chance to do things for herself at home.	*5.Sp.I	ID AH,DH SA,SD	.55	.55				.55
*36. Anne probably has little opportunity for creative expression at home.	*5.Sp.I	ID AH,DH SA,SD	.53	.53	.58			.56
37. Anne is quite likely below average in intelligence.	5.Sp.I	ID AH,DH SA,SD	.41	.40				.45
38. The teacher should have moved Anne when she saw her looking at the other's work.	5.Sp.Sa			.11	.12		.26	
		DH,SD,ID,AH,SA	9.99					
		8.3c.Sp.Sa		.26			.24	

Appendix F (Cont'd)

Episode VII	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
39. The other children seemed to be bothered by Anne looking at their papers.	5.Sp.I	ID AH,DH SA,SD	.31	.35				.34
40. Anne seemed to be somewhat self-conscious about her copying.	5.Sp.I	ID AH,DH SA,SD	.32	.35				.37
41. Isolated instances of cheating have no serious consequences for a child.	5.G.I	AH,SA,ID,DH,SD	.27	.39		.34		.40
42. The teacher was wise in not calling attention to Anne's behavior before the whole class.	5.Sp.Sa	SA,AH,ID,DH,SD	9.99	.03			.13	
	8.3c.Sp.Sa			.04	.04		.20	
*43. When a child cheats it is usually a sign that the lesson has not been understood.	*5.G.I	ID AH,DH SA,SD	.50	.49		.47		.51
44. Cheating is a sign of insecurity.	5.G.I	AH,ID,SA,DH,SD	.24	.23		.24		.25
45. Children who cheat repeatedly usually come from homes that place little value on honesty.	5.G.I	DH,SD,ID,AH,SA	.18	.15		.15		.13

Appendix F (Cont'd)

Episode VII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*46. The whole class is likely to begin cheating if Anne is not stopped.	*5.Sp.Sa	DH,SD,ID,AH,SA	.20	.16			.26	
	*8.3b.Sp.Sa			.16	.16		.37	
Episode VIII								
*1. It was wise for the teacher to ignore the boys passing the beanie.	*1.Sp.Sa	AH,SA,ID,DH,SD	.27	.30	.29		.54	
	*8.3c.Sp.Sa			.43	.43		.52	
2. Children will take advantage of a teacher who does not maintain strict discipline at all times.	1.G.I	DH,ID,SD,AH,SA	.25	.30		.39		.26
	8.1b.G.I			.32		.30		.29
3. Boys are more likely to behave in ways like this than are girls.	1.G.I	AH,SA,ID,DH,SD	9.99	.04		.18		.02
4. Passing the beanie did not seem to distract anyone else from the story.	1.Sp.I	AH,SA,ID,DH,SD	.29	.37	.32			.35
5. None of the boys seemed to object to having the beanie put on his head.	1.Sp.I	AH,SA,ID,DH,SD	.36	.31	.26			.26
6. These boys seemed to be friends.	2.Sp.I	AH,SA,ID,DH,SD	.17	.19	.14			.20

Appendix F (Cont'd)

Episode VIII	Category Loading	Order of Response	Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*7. The teacher probably ignored Tom, Dick and Harry because she didn't know how to handle the situation.	*1.Sp.I	ID AH,DH SA,SD	.41	.44	.46			.47
	*8.2.Sp.I			.38	.39			.34
8. The boys were probably bored by the story the teacher was reading.	1.Sp.I	DH,SD,ID,AH,SA	.41	.36	.33			.29
	8.3d.Sp.I			.55	.39			.34
*9. These boys are probably habitual trouble makers.	*5.Sp.I	ID,DH,SD,AH,SA	.59	.59	.61			.58
10. The teacher should have sent the boys to the principal.	5.Sp.Sa	SD,DH,ID,AH,SA	9.99	9.99	9.99		.01	
	8.3c.Sp.Sa			9.99	9.99		.14	
11. The teacher should have found another activity for Tom and his friends.	1.Sp.Sa	SD,DH,ID,AH,SA	9.99	9.99	9.99		.06	
	8.3c.Sp.Sa			9.99	9.99		9.99	
*12. The teacher should have taken the beanie away from the boys.	*5.Sp.Sa	DH,SD,ID,AH,SA	.25	.29	.21		.49	
	*8.3c.Sp.Sa			.38	.38		.45	
*13. The teacher should have stopped reading until the boys stopped fooling around.	*5.Sp.Sa	DH,SD,ID,AH,SA	.24	.29	.21			
	*8.3c.Sp.Sa			.34	.44		.48	

Episode VIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
14. It is typical of boys this age to get involved in this kind of behavior.	1.G.I	AH,SA,ID,DH,SD	.14	.07		.08		.11
15. Boys of this age will rarely sit quietly during a story.	1.G.I	DH,SD,ID,AH,SA	.32	.39		.50		.40
16. Children of this age prefer to read to themselves rather than to be read to.	1.G.I	DH,ID,SD,AH,SA	.38	.36		.36		.41
17. At this age boys should probably have different stories read to them than those read to girls.	1.G.Sa	DH,SD,ID,AH,SA	.26	.26		.27	.25	
	8.1a.G.Sa			.29		.30	.30	
18. The four boys are probably members of a gang.	1.Sp.I	ID AH,DH SA,SD	.26	.30	.31		.41	
19. It is likely that the teacher was aware of the beanie passing.	1.Sp.I	AH,SA,ID,DH,SD	.16	.18	.19			.17
	8.2.Sp.I			.17	.17			.22
*20. This teacher had little rapport with her class.	*8.2.Sp.I	DH,SD,ID,AH,SA	.29	.32	.31			.15
*21. If these boys continually act up at story time, they should be excluded from the reading group.	*5.Sp.Sa	DH,ID,SD,AH,SA	.21	.25	.23		.30	
	*8.3c.Sp.Sa			.25	.28		.26	

Appendix F (Cont'd)

Episode VIII	Category Loading	Order of Response	Correlation Coefficients Total Test	 Major Cat.	 Spec.	 Gen.	 Sanct.	 Interp.
*22. This teacher is probably more successful relating to a single child than she is to a group.	*8.2.Sp.I	ID AH,DH SA,SD	.46	.56	.55			.01
*23. This teacher is probably unable to command the attention of the class.	*8.2.Sp.I	DH,SD,ID,AH,SA	.30	.28	.28			.20
24. Children will not behave in this way if they have enough work to do.	1.G.I	DH,SD,ID,AH,SA	.10	.15		.26		.16
	8.1d.G.			.34				
*25. The teacher did not have control of her class.	*2.Sp.I	SD,DH,ID,AH,SA	.32	.25	.26			9.99
26. If the boys respected the teacher they would not have behaved in this way.	1.Sp.I	DH,SD,ID,AH,SA	.21	.21	.15			.18
*27. The teacher should have separated these boys as soon as they began playing with the beanie.	*1.Sp.Sa	SD,DH,ID,AH,SA	.45	.45	.47		.62	
	*8.3c.Sp.Sa			.48	.49		.52	
28. When children behave like this they should be punished.	1.G.Sa	SD,DH,ID,AH,SA	.25	.23		.30	.45	
	8.1c.G.Sa			.28		.27	.39	

Appendix F (Cont'd)

Episode VIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
29. One of the major functions of a principal in an elementary school is to enforce classroom order.	5.G.I	SD,DH,ID,AH,SA	.04	.04		.03		9.99
	8.1b.G.I			.03		.02		9.99
30. The boys seemed to be listening to the story even though they were playing with the beanie.	1.Sp.I	AH,SA,ID,DH,SD	.32	.34	.38			.35
*31. The teacher was upset by the behavior of the boys.	*1.Sp.I	ID AH,DH SA,SD	.47	.50	.51		.56	
	*8.2.Sp.I			.54	.51		9.99	
*32. The teacher didn't seem to be aware that the boys were playing.	*1.Sp.I	ID AH,DH SA,SD	.43	.49	.50			.52
	*8.2.Sp.I			.50	.47			.20
33. A teacher should always let children know that she is aware of what is going on.	8.1b.G.Sa	DH,SD,ID,AH,SA	.29	.28		.27		.39
*34. If a teacher doesn't stop behavior of this sort when it first appears it will almost always get out of hand.	*1.G.Sa	DH,ID,SD,AH,SA	.44	.47		.47	.61	
	*8.1b.G.Sa			.47		.48	.51	
35. Children can best learn to discipline themselves by being disciplined.	1.G.Sa.	DH,SD,ID,AH,SA	.19	.24		.33	.45	
	8.1b.G.Sa							

Appendix F (Cont'd)

Episode VIII	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
36. If children at this age discover they do not have to pay attention in class they are likely to be inattentive in later grades.	1.G.I	ID AH,DH SA,SD	.26	.36		.36		.31
*37. If a girl had been sitting between these boys the beanie passing probably would never have started.	*1.Sp.I	ID,DH,SD,AH,SA	.56	.53	.56			.54
38. When story time comes right after the noon hour it is difficult for children to listen quietly.	1.G.I 8.1b.G.I	DH,SD,ID,AH,SA	.26	.28		.31		.31
39. The boys seemed to be trying to antagonize the teacher.	5.Sp.I	ID,DH,SD,AH,SA	.33	.28	.28			.33
40. The important thing about story time is that it quiets the children for later work.	8.1b.G.I	DH,SD,ID,AH,SA	.34	.34		.33		.36
41. This type of reading activity is a waste of school time.	8.1b.G.I	SD,DH,ID,AH,SA	9.99	9.99		9.99		9.99

Episode IX	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*1. This type of music activity is too childish for first grade children.	*8.1b.G.I	DH,SD,ID,AH,SA	.38	.47		.48		.47
*2. Music teachers are usually more creative than regular classroom teachers.	*8.2.G.I	ID AH,DH SA,SD	.48	.53		.65		.14
*3. Such a high-pitched activity makes subsequent class work difficult.	*8.1b.G.I	DH,ID,SD,AH,SA	.43	.48		.48		.50
4. Music activities such as this are good because of the opportunity they provide for children to participate regardless of skill in coordination.	8.1b.G.I	AH,SA,ID,DH,SD	.34	.36		.37		.42
5. The boys in the group seemed to be enjoying this activity more than the girls.	8.3a.Sp.I	ID,AH,SA,DH,SD	.36	.27	.27			.36
*6. It is likely that someone will get hurt in this kind of activity.	*4.G.I	DH,ID,SD,AH,SA	.53	.44		.44		.48
*7. These children will probably be too tired after this activity to work hard at regular studies.	*8.3b.Sp.I	DH,SD,ID,AH,SA	.35	.46	.46			.43

Appendix F (Cont'd)

Episode IX	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*8. This activity has little musical value.	*8.3b.Sp.I	SD,DH,ID,AH,SA	.27	.45	.46			.38
9. One of the chief values of a music experience in the primary grades is relaxation.	8.1a.G.I	AH,ID,SA,DH,SD	.26	.30		.31		.29
10. A music activity shouldn't be planned unless all the children can do what is required in the activity.	8.1a.G.Sa	SD,DH,ID,AH,SA	.15	.30		.30	.32	
11. Many of the children lacked the necessary physical coordination to participate in the activity.	3.Sp.I	DH,SD,ID,AH,SA	.18	.34	.39			.30
12. The teacher should have given special attention to those who were unable to get their feet in the air.	3.Sp.Sa	DH,SD,ID,AH,SA	.09	.31	.35		.60	
	8.3c.Sp.Sa			.16	.16		.23	
13. The children who were unable to participate seemed disturbed.	3.Sp.I	DH,ID,SD,AH,SA	.33	.42	.46			.43
*14. The teacher seemed to have control of the class.	*8.2.Sp.I	AH,SA,ID,DH,SD	.36	.31	.34			.18

Episode IX	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
15. The boys seemed to be better able to participate in the activity than the girls.	8.3b.Sp.I	AH,SA,ID,DH,SD	9.99	9.99	9.99			9.99
*16. The girls who were in dresses probably were embarrassed when they had to put their feet in the air.	*8.3b.Sp.I	ID,DH,AS,SD,SA	.41	.45	.43			.06
*17. Modesty is usually of little concern to children of this age.	*8.1b.G.I	ID,AH,DH,SA,SD	.52	.48		.49		.51
*18. When the children cheered their approval of the song, the teacher should have explained to them that they cannot be so loud in the classroom.	*5.Sp.Sa	DH,SD,ID,AH,SA	.39	.37	.37			
	*8.3c.Sp.Sa			.49	.46		.45	
19. Children in the primary grades are probably too young to benefit much from music activities.	8.1a.G.I	SD,DH,ID,AH,SA	9.99	9.99		9.99		9.99
*20. This was a good activity to use in getting everyone involved.	*8.3b.Sp.Sa	AH,SA,ID,DH,SD	.38	.53	.54		.65	
*21. Girls in the first grade should not be asked to kick their legs in the air.	*8.1b.G.Sa	DH,SD,ID,AH,SA	.33	.47		.47	.54	

Appendix F (Cont'd)

Episode IX	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
22. This kind of activity lets a teacher learn much about a child in realms other than music.	8.1a.G.I	AH,ID,SA,DH,SD	.29	.28		.29		.33
*23. This kind of activity seems to favor the more active child.	*8.1a.G.I	ID AH,DH SA,SD	.52	.48				.44
*24. Music in the classroom should be more formal.	*8.1b.G.Sa	DH,SD,ID,AH,SA	.46	.48		.48	.40	
*25. The lack of order in the situation probably prevented the children from getting full benefit.	*8.3b.Sp.I	DH,SD,ID,AH,SA	.40	.43	.42			.50
*26. This is a good activity in which to get an inhibited child involved with the group.	*8.1b.G.Sa	AH,ID,SA,DH,SD	.53	.52		.52	.49	
*27. Much of the behavior in this situation should not have been permitted in the classroom.	*5.Sp.Sa	SD,DH,ID,AH,SA	.38	.27	.26		.41	
	*8.3b.Sp.Sa			.53	.55		.59	
*28. This teacher is skillful in presenting music activities.	*8.2.Sp.Sa	AH,SA,ID,DH,SD	.35	.33	.31		.78	

Appendix F (Cont'd)

Episode IX	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*29. This is a good example of combining the release of physical energy with the enjoyment of music.	*8.1b.G.I	AH,SA,ID,DH,SD	.44	.55		.56		.59
30. An activity such as this is inappropriate for first grade children.	8.1b.G.I	SD,DH,ID,AH,SA	.23	.28		.29		.32
31. Activities as active as this should not be carried on in the classroom.	8.1b.G.I	SD,DH,ID,AH,SA	.11	.29		.30		.33
*32. This is a good way to develop rhythm.	*8.1b.G.I	AH,SA,ID,DH,SD	.26	.41		.42		.44
*33. Children enjoy activities of this kind even if they cannot perform them adequately.	*8.1a.G.I	AH,SA,ID,DH,SD	.37	.51		.50		.52
34. When children claim they cannot do something, the teacher should stop the activity.	3.G.Sa	SD,DH,ID,AH,SA	9.99	.02		.62	.19	
	8.1c.G.Sa			9.99		9.99	9.99	
35. Requiring that all children do the same thing in a music activity stiffles creativity.	8.1b.G.I	DH,SD,ID,AH,SA	.13	.16		.17		.17

Appendix F (Cont'd)

Episode IX	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
36. Music can be used to enhance or initiate interest in other activities.	8.1b.G.I	SA,AH,ID,DH,SD	9.99	9.99		9.99		9.99
*37. Children this age get a good deal of pleasure from repetitive activities.	*8.1a.G.I	AH,SA,ID,DH,SD	.50	.51		.53		.51
38. Children who do not like music should not be required to participate in music activities.	8.1b.G.Sa	DH,SD,ID,AH,SA	.26	.31		.32	.26	
39. when children express special interest in music at school, the parents should be informed.	8.1b.G.Sa	AH,SA,ID,DH,SD	.19	.16		.15	.19	
40. Music period should be a time that is free of structure of any kind.	8.1b.G.I	SD,DH,ID,AH,SA	9.99	9.99		9.99		9.99
Episode X								
*1. The teacher seemed to be extremely angry with Buddy.	*6.Sp.I	ID AH,DH SA,SD	.48	.43	.46			.46
	*8.2.Sp.I			.55	.56			.58

Appendix F (Cont'd)

Episode X	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
2. The teacher seemed unnecessarily rough with Buddy.	6.Sp.I	DH,SD,ID,AH,SA	.03	.25	.17			.25
	8.2.Sp.I			.13	.12			.12
3. Buddy showed a great deal of hostility toward the teacher.	6.Sp.I	DH,ID,SD,AH,SA	.16	.28	.27			.24
4. Persistent behavior of this sort on the part of a child usually indicates emotaional distrubance.	6.G.I	AH,SA,ID,DH,SD	9.99	.06		.19		.08
5. One can be relatively certain that the relationship between a teacher and a child is poor when a child behaves like this.	6.G.I	DH,SD,ID,AH,SA	.38	.43		.49		.38
	8.1d.G.I			.53		.53		.54
*6. It is likely that this child has little discipline at home.	*6.Sp.I	ID AH,DH SA,SD	.55	.57	.60			.59
*7. This is a good example of a child testing limits.	*6.G.I	AH,SA,ID,DH,SD	.34	.36		.52		.35
*8. Buddy seemed to be making fun of the teacher.	*6.Sp.I	ID AH,DH SA,SD	.47	.50	.54			.50

Appendix F (Cont'd)

Episode X	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
9. The teacher should have punished Buddy more severely when he refused to stay in the chair.	6.Sp.Sa	DH,SD,ID,AH,SA	.25	.11	.15		.36	
	8.3c.Sp.Sa			.30	.29		.37	
*10. Something is seriously wrong emotionally with a child when he rolls on the floor the way Buddy did.	*6.G.I	ID AH,DH SA,SD	.42	.42		.32		.47
*11. Buddy is probably retarded intellectually.	*6.Sp.I	ID AH,DH SA,SD	.40	.41	.45			.46
12. Buddy seemed to have little interest in school work.	1.Sp.I	ID AH,DH SA,SD	.33	.28	.43			.26
*13. It is likely that Buddy will always be a trouble maker.	*6.Sp.I	ID AH,DH SA,SD	.52	.68	.66			.69
*14. It is likely that Buddy will never finish school.	*6.Sp.I	ID AH,DH SA,SD	.41	.54	.51			.58
*15. Buddy is probably a persistent "show off" in class.	*6.Sp.I	ID AH,DH SA,SD	.56	.63	.69			.62
*16. Buddy probably has had too much rigid discipline at home.	*6.Sp.I	ID AH,DH SA,SD	.56	.59	.65			.56

Appendix F (Cont'd)

Episode X	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*17. The teacher should not have been so concerned about Buddy's behavior.	*6.Sp.Sa	DH,SD,ID,AH,SA	.17	.39	.37		.67	
	*8.2.Sp.Sa			.25	.24		.73	
18. Children such as Buddy should be encouraged to indicate their likes and dislikes.	6.Sp.I	AH,SA,ID,DH,SD	.19	.18	.19			.18
	8.1b.Sp.I			.23				.23
19. The teacher was apparently more concerned with Buddy's personal development than with the fulfillment of an assigned activity.	6.Sp.I	ID AH,DH SA,SD	.21	.14	.23			.18
	8.2.Sp.I			.25	.28			.33
20. Children in school should never be allowed to roll on the floor.	6.G.I	DH,SD,ID,AH,SA	.32	.31		.47	.30	
	8.1b.G.I			.47		.47	.44	
21. Buddy is a bad example to the rest of the children.	6.Sp.I	AH,SA,ID,DH,SD	.18	.37	.25			.36
22. A girl this age is less likely to behave this way.	6.G.I	SA,AH,ID,DH,SD	9.99	.05		.09		.08
23. The teacher probably should have ignored Buddy.	6.Sp.Sa	SD,DH,ID,AH,SA	.27	.45	.45		.64	
	8.3c.Sp.Sa			.05			.04	

Appendix F (Cont'd)

Episode X	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
24. If one child is allowed to challenge participation in an assigned activity, others will soon try to challenge it to.	6.G.I	AH,SA,ID,DH,SD	.07	.32		.51		.28
	8.1b.G.I			.08		.08		.05
25. Ungraded classrooms are designed to meet problems like this.	6.G.I	DH,SD,ID,AH,SA	.02	.59	.66			.63
*26. Buddy is probably an unhappy child.	*6.Sp.I	ID AH,DH SA,SD	.52	.58	.66			.63
*27. Buddy will probably always have problems with authority.	*6.Sp.I	ID,AH,DH,SA,SD	.46	.58	.62			.57
28. This teacher is extremely authoritarian in her approach.	8.2.Sp.I	ID,DH,SD,AH,SA	.10	.20	.25			.23
29. A teacher cannot expect a child of this age to remain in a chair when she tells him to.	8.1b.G.I	SD,DH,ID,AH,SA	9.99	.12		.12		.12
30. The teacher should have removed Buddy from the classroom.	6.Sp.Sa	DH,SD,ID,AH,SA	.26	.30	.31		.48	
	8.3c.Sp.Sa			.42			.43	

Appendix F (Cont'd)

Episode X	Category Loading	Order of Response	Correlation Coefficients: Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
31. Once a teacher sets a limit, she should see to it that it is carried through.	8.1b.G.Sa	SA,AH,ID,DH,SD	9.99	9.99		9.99	9.99	
32. The behavior of the child should always be considered before a limit is set.	8.1b.G.Sa	SA,AH,ID,DH,SD	9.99	9.99		9.99	9.99	
33. If a child does not wish to participate in art activities, he should not be forced to.	6.G.Sa	DH,SD,ID,AH,SA	9.99	.06		.35	.26	
	8.1b.G.Sa			.08		.10	.16	
*34. The behavior of the teacher indicates that she understood Buddy's feelings.	*6.Sp.I	ID AH,DH SA,SD	.40	.42	.47			.43
	*8.2.Sp.I			.47	.50			
*35. Buddy probably is an habitual resistor.	*6.Sp.I	ID,AH,DH,SA,SD	.50	.62	.65			.63
36. The resistance of authority by children may often be viewed as an attempt to control an adult.	6.G.I	AH,SA,ID,DH,SD	.29	.25		.47		.29
*37. Buddy is simply seeking attention from the teacher.	*6.Sp.I	DH,SD,ID,AH,SA	.36	.34	.38			.33

Appendix F (Cont'd)

Episode X	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*38. Buddy is probably a spoiled, self-centered child.	*6.Sp.I	ID AH,DH SA,SD	.50	.62	.65			.63
39. Behavior of this kind should be dealt with by physical punishment.	6.G.Sa	DH,SD,ID,AH,SA	.12	.25		.19	.35	
	8.1c.G.Sa			.49			.57	
40. Behavior of this kind probably would be disturbing to any teacher.	6.G.I	AH,SA,ID,DH,SD	.21	.31		.58		.30
	8.1d.G.I			.43				
41. No teacher should physically restrain a child.	8.1b.G.Sa	DH,SD,ID,AH,SA	.27	.34		.35	.35	
42. This teacher probably dealt with Buddy quite adequately.	6.Sp.I	SA,AH,ID,DH,SD	.21	.20	.20			.16
	8.2.Sp.I			.23	.25			.36
Episode XI								
1. Special attention directed toward any one child in a classroom generally leads to unhealthy consequences for that child.	8.1b.G.I	DH,ID,SD,AH,SA	.49	.43		.45		.44

	Episode XI	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*2.	Ruthie is probably a spoiled child.	*2.Sp.I	ID AH,DH SA,SD	.54	.58	.61			.60
*3.	Ruthie probably finds it difficult to relate to other children.	*2.Sp.I	ID AH,DH SA,SD	.52	.57	.58			.59
4.	Ruthie's parents are probably overly permissive.	2.Sp.I	ID AH,DH SA,SD	.39	.42	.46			.45
*5.	The other children do not seem to be particularly affected by the teacher's behavior toward Ruthie.	*8.3b.Sp.I	ID,AH,SA,DH,SD	.43	.48	.43			.41
6.	Ruthie is a child who demands excessive attention.	2.Sp.I	ID AH,DH SA,SD	.54	.52	.59			.53
*7.	This teacher is probably meeting Ruthie's needs adequately.	*2.Sp.I	ID AH,DH SA,SD	.54	.52	.56			.57
		*8.2.Sp.I			.60	.59			.26
*8.	Ruthie's parents and the teacher are probably good friends socially.	*2.Sp.I	ID AH,DH SA,SD	.47	.49	.52			.51
		*8.3b.Sp.I			.41	.40			.44
9.	Ruthie and this teacher probably should be separated.	2.Sp.Sa	ID,DH,SD,AH,SA	.66	.69	.70		.58	
		8.3b.Sp.Sa			.51	.64		.63	

Appendix F (Cont'd)

Episode XI	Category Loading	Order of Response	Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*10. This teacher is neglecting her responsibility to the rest of the class.	*2.Sp.I	ID AH,DH SA,SD	.54	.57	.59			.19
11. The teacher should inform Ruthie's parents of her relationship with Ruthie.	2.Sp.Sa	AH,SA,ID,DH,SD	.04	.07	.07		.12	
	8.3b.Sp.Sa			.65	.11		.25	
12. This teacher and child seem to have a warm, healthy relationship.	2.Sp.I	ID,AH,DH,SA,SD	46	.50	.52			.52
	8.3b.Sp.I			.12	.51			.49
*13. This teacher probably has had much experience with problem children.	*8.2.Sp.I	ID AH,DH SA,SD	.45	.53	.52			.16
*14. Ruthie probably feels much closer to her mother than she does her father.	*2.Sp.I	ID AH,DH SA,SD	.59	.67	.65			.56
15. The best way to handle attention seekers is to completely ignore them.	2.G.I	SD,DH,ID,AH,SA	.20	.25		.32		.23
	8.1b.G.I			.25		.26		.19
16. This is an inappropriate way to give a child attention in a classroom.	2.G.I	AH,SA,ID,DH,SD	.15	.19		.29		.19
	8.1b.G.I			.22		.22		.23

Appendix F (Cont'd)

Episode XI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*17. Ruthie is probably the teacher's favorite pupil.	*2.Sp.I	ID AH,DH SA,SD	.55	.60	.62			.59
	*8.2.Sp.I			.56	.59			9.99
18. Ruthie obviously does not get enough attention at home.	2.Sp.I	ID AH,DH SA,SD	.40	.47	.48			.48
19. Most children in the third grade would not allow their teacher to kiss them.	8.1b.G.I	DH,SD,ID,AH,SA	.20	.25		.27		.25
20. Other children tend to dislike attention seekers.	8.1d.G.I	ID,AH,SA,DH,SD	.34	.25		.25		.28
21. It is appropriate for a teacher to ignore the rest of the class in order to give attention to one child.	2.G.Sa	DH,SD,ID,AH,SA	.30	.37		.38	.42	
	8.1b.G.Sa			.25		.27	.31	
*22. The teacher probably was only trying to encourage Ruthie's interest in books.	*2.Sp.I	ID,DH,SD,AH,SA	.38	.32	.35			.37
	*8.3b.Sp.I			.52	.36			.37
*23. Ruthie is a typical attention seeker.	*2.Sp.I	ID AH,DH SA,SD	.56	.54	.61			.60
*24. The teacher probably encourages dependency in Ruthie by her behavior.	*8.3b.Sp.I	AH,SA,ID,DH,SD	.21	.36	.27			.26

Appendix F (Cont'd)

Episode XI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*25. The teacher was wise in giving Ruthie a good deal of support.	*2.Sp.Sa	ID AH,DH SA,SD	.54	.59	.60		.46	
	*8.3b.Sp.Sa			.25	.52		.54	
*26. The other children probably do not like Ruthie.	*2.Sp.I	ID AH,DH SA,SD	.55	.59	.64			.60
27. A child's intellectual deficiency can be compensated for by a teacher lending emotional support.	2.G.I	SD,DH,ID,AH,SA	9.99	.66	.69			.66
	8 1b.G.I			.70	.70			.28
*28. Probably the teacher behaves as she does toward Ruthie out of pity.	*2.Sp.I	ID AH,DH SA,SD	.65	.66	.69			.66
	*8.2.Sp.I			.70	.70			.28
*29. Ruthie seems to be an unhappy child.	*2.Sp.I	ID AH,DH SA,SD	.49	.56	.50			.58
*30. Physical contact between teacher and child is inappropriate at the grade three level.	*2.G.I	DH,SD,ID,AH,SA	.41	.50		.63		.49
	*8.1b.G.I			.45		.45		.44
31. Primary grade children often get "crushes" on their teacher.	2.G.I	AH,SA,ID,DH,SD	.09	.03		.24		.06
*32. This child probably comes from an emotionally deprived home.	*2.Sp.I	ID,AH,AD,SA,SD	.70	.76	.78			.77

Appendix F (Cont'd)

Episode XI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
33. Children of less than average intelligence are not ordinarily accepted socially.	8.1d.G.I	DH,SD,ID,AH,SA	.16					
34. The teacher should discuss her relationship with Ruthie with the principal.	2.Sp.Sa	AH,SA,ID,DH,SD	.05	.05	.12		.10	
	8.3b.Sp.Sa			.52	.24		.33	
35. Ruthie didn't seem to be seeking this kind of behavior from the teacher.	2.Sp.I	DH,ID,SD,AH,SA	.42	.42	.36			.42
36. An important quality of teachers is the ability to perceive when children need affection.	2.G.I	SA,AH,ID,DH,SD	9.99	9.99		9.99		9.99
	8.2.G.I			9.99		.24		
*37. Children who lack affection at home will always seek affection from a teacher.	*2.G.I	DH,SD,ID,AH,SA	.02	.01		.12		.04
38. When a child wants a teacher's affection he usually is especially careful not to do anything against the teacher's wishes.	2.G.I	AH,SA,ID,DH,SD	.02	.04		.12		.03

Appendix F (Cont'd)

Episode XI	Category Loading	Oreder of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
39. One can be relatively certain that children who are hostile and "out-of-bounds" in the classroom do not want the teacher's affection.	8.1d.G.I	DH,SD,ID,AH,SA	.18	.19		.19		.17
40. One can be relatively certain that quiet, withdrawn children in the classroom lack affection at home.	8.1d.G.I	DH,ID,SD,AH,SA	.38	.32		.34		.32
41. Teachers often attempt to satisfy their own dependency needs through the children they teach.	8.2.G.I	AH,SA,ID,DH,SD	9.99	.04		.48		
42. Children who seek the affection of a teacher nearly always become a "teacher's pet."	2.G.I	DH,SD,ID,AH,SA	.20	.21		.27		.20
	8.1d.G.I			.28		.29		.27
*43. Behavior like this on the part of the teacher tends to encourage hostility toward herself on the part of other children.	*2.G.I	DH,SD,ID,AH,SA	.33	.34		.34		.31
	*8.1b.G.I			.44		.46		.45

Appendix F (Cont'd)

	Episode XII	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
1.	Only a very few children should participate in an activity of this kind at one time.	4.G.I	AH,SA,ID,DH,SD	.29	.15		.14		.16
2.	Children should never be crowded when working with saws.	4.G.I	SA,AH,ID,DH,SD	9.99	9.99		9.99		9.99
*3.	When children are working with tools, they should be divided into groups on the basis of their skill.	*4.G.Sa	ID AH,DH SA,SD	.33	.25		.22	.20	
		*8.1b.G.Sa			.36		.35	.38	
4.	Boys are more adept at handling carpentry tools than girls.	4.G.I	AH,SA,ID,DH,SD	.19	.13		.16		.09
5.	Even though uninterested, children should be required to take part in activities that develop skills which will be useful to them.	1.G.Sa	AH,SA,ID,DH,SD	.08	.01		.06	9.99	
		8.1b.G.Sa			.09			.06	
*6.	Boys develop motor coordination earlier than girls.	*4.G.I	DH,SD,ID,AH,SA	.32	.47		.49		.41
7.	When children cannot use tools adequately, they will become discouraged and quit.	4.G.I	ID AH,DH SA,SD	.34	.12		.15		.13

Appendix F (Cont'd)

	Episode XII	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*8.	Woodworking should not be started until at least the fifth grade.	*4.G.I	DH,SD,ID,AH,SA	.27	.50		.57		.44
*9.	Working with tools of this sort probably has little meaning for children of this age.	*4.G.I	SD,DH,ID,AH,SA	.43	.54		.55		.52
*10.	These children are too young to realize the danger involved in working with carpentry tools.	*4.Sp.I	DH,ID,SD,AH,SA	.39	.48	.38			.47
11.	One of the purposes of this activity should be to teach the children the responsibility involved when working with sharp tools.	4.Sp.Sa	SA,AH,ID,DH,SD	9.99	.02	.04		.15	
		8.3b.Sp.Sa			.19	9.99		.24	
12.	A teacher should not allow children to use tools as dangerous as a saw in class.	4.G.Sa	DH,SD,ID,AH,SA	.28	.41		.46	.53	
		8.1b.G.Sa							
13.	Boys, not girls, should use saws.	4.G.I	SD,DH,ID,AH,SA	.02	.21		.22		.13
14.	Boys develop physically much earlier than girls.	4.G.I	DH,SD,ID,AH,SA	.25	.31		.35		.34

Appendix F (Cont'd)

Episode XII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
15. The teacher should have encouraged the girl who was trying to saw to leave the sawing to the boys.	4.Sp.Sa	SD,DH,ID,AH,SA	9.99	.11	.10		.28	
16. Children are not ready to use tools of this kind until they are in junior high school.	4.G.I	SD,DH,ID,AH,SA	9.99	.21		.29		.10
17. The teacher should have taken advantage of this situation for a discussion about safety.	4.Sp.Sa	SA,AH,ID,DH,SD	9.99	.15	.10		.13	
	8.3b.Sp.Sa			9.99		.28		
18. There was danger in this situation.	4.Sp.I	AH,SA,ID,DH,SD	.33	.43	.24			.38
19. Warning children of danger usually is enough to make them cautious.	4.G.I	DH,SD,ID,AH,SA	.20	.21		.25		.26
20. Boys this age can usually saw better than girls because they have had more practice.	4.G.I	AH,SA,ID,DH,SD	9.99	.09		.09		.11
21. A teacher should never leave a classroom unsupervised.	4.G.Sa	DH,SD,ID,AH,SA	.12	.09		.10	.25	
	8.1b.G.Sa							
*22. In general girls of this age have less manual skill than boys.	*4.G.I	DH,SD,ID,AH,SA	.25	.37		.36		.42

Appendix F (Cont'd)

Episode XII	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
23. Parents probably would be upset if they had seen this situation.	4.Sp.I	ID AH,DH SA,SD	.34	.27	.25			.26
24. Ricky should have been reprimanded for not noticing Pete behind him while he was sawing.	4.Sp.Sa	DH,SD,ID,AH,SA	.14	.17	.20		.22	
	8.3c.Sp.Sa			.35			.32	
25. Children will learn more about the proper handling of equipment through their own experiementation than they will through a teacher's demonstration.	4.G.I	DH,SD,ID,AH,SA	.04	9.99		9.99		9.99
	8.1b.G.I			9.99		9.99		9.99
26. Woodworking activity should be supervised only by a male teacher.	4.G.I	SD,DH,ID,AH,SA	9.99	.19		.23		.12
	8.1b.G.I			.04		.03		9.99
27. Children can be much more creative when they are not supervised.	4.G.I	ID AH,DH SA,SD	.14	.19		.18		.28
	8.1b.G.I			.15		.14		.19
*28. Judy should have been given special instruction on how to use the saw adequately.	*4.Sp.Sa	AH,SA,ID,DH,SD	.33	.40	.35		.37	
	*8.3c.Sp.Sa			.32	.32		.32	
29. Usually girls are not interested in this kind of activity.	4.G.I	DH,SD,ID,AH,SA	.28	.29		.31		.31

Appendix F (Cont'd)

Episode XII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*30. Our society makes it unacceptable for women to know how to handle tools well.	*4.G.I	SD,DH,ID,AH,SA	.24	.33		.32		.30
31. Children in grade two should not be allowed to have sharp tools.	4.G.Sa 8.1b.G.Sa	DH,SD,ID,AH,SA	.34	.46		.56	.42	
32. Any activity involving sharp equipment should be very closely supervised.	4.G.Sa 8.1b.G.Sa	AH,SA,ID,DH,SD	.10	.10		.09	.27	
33. Children of the same age exhibit a wide range of ability in handling construction materials.	4.G.I	SA,AH,ID,DH,SD	9.99	9.99		.02		9.99
34. Development of manual skills should be a secondary concern in the classroom.	4.G.I	DH,SD,ID,AH,SA	.19	.34		.42		.29
35. Whether children develop manual skills is of little consequence.	4.G.I	SD,DH,ID,AH,SA	.22	.39		.42		.42
36. To teach girls to handle construction materials is a waste of time.	4.G.I	SD,DH,ID,AH,SA	9.99	.20		.24		.20

Appendix F (Cont'd)

Episode XII	Category Loading	Order of Response	Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
			Correlation Coefficients					
*37. In our society girls and boys this age should not be separated on the basis of sex-appropriate activities.	*4.G.I	AH,SA,ID,DH,SD	.29	.36		.39		.32
38. When the same activities are taught to both sexes at an early age, there is a risk of children losing their sexual identity.	4.G.I	SD,DH,ID,AH,SA	9.99	.05		.05		.04
*39. It is expected that boys have greater muscular strength than girls the same age.	*4.G.I	ID AH,DH SA,SD	.47	.34		.33		.38
40. The construction equipment should be "scaled to size" for children.	4.G.I	AH,SA,ID,DH,SD	.17	.10		.07		.08
41. Activities such as this suggest that formal education is extinct in American grade schools.	4.G.I	DH,SD,ID,AH,SA	.02	.07		.09		.11
*42. Most mothers would be upset if they knew their children had access to such hazardous equipment.	*4 G.I	ID AH,DH SA,SD	.49	.48		.43		.51
43. Most fathers would not encourage teaching manual skills to their daughters.	4.G.I	ID AH,DH SA,SD	.15	.09		.14		.18

Appendix F (Cont'd)

Episode XII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
44. The teacher probably sees this period as a time when she can forget about teaching subject matter.	4.Sp.I	ID AH,DH SA,SD	.10	.22	.23			.25
	8.2.Sp.I			.04	.04			9.99
*45. It is difficult for a teacher to know what is a hazardous and non-hazardous activity.	*4.G.I	DH,SD,ID,AH,SA	.19	.22		.17		.22
	*8.2.G.I			.26		.26		.21
46. What is a potentially hazardous experience for one child is not necessarily so for another.	4.G.I	SA,AH,ID,DH,SD	.19	.28		.34		.24
Episode XIII								
1. Nothing constructive is ever accomplished through competitive reading.	8.1b.G.I	ID,DH,AH,SD,SA	.30	.27		.26		.31
2. The children were becoming fatigued from standing in line so long.	8.3b.Sp.I	ID AH,DH SA,SD	.30	.31	.31			.37
3. Only an authoritarian teacher would require this of a class.	8.2.G.I	ID AH,DH SA,SD	.59	.31				

Appendix F (Cont'd)

Episode XIII	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*4. This procedure seemed to create anxiety in the children.	*8.3b.Sp.I	ID AH,DH SA,SD	.56	.54	.59			.55
5. To expect so many children to remain quiet or attentive for an extended period of time is unrealistic.	8.1b.Sp.I	AH,SA,ID,DH,SD	.10	.07	.39			.15
6. This is an inefficient use of the children's time.	8.3b.Sp.I	AH,SA,ID,DH,SD	.15	.13	.13			.16
*7. The teacher probably uses this technique as a way of minimizing the amount of attention she must give the class.	*8.2.Sp.I	ID AH,DH SA,SD	.51	.57	.59			9.99
8. Little or no benefit is derived from this teaching technique as far as the children are concerned.	8.3b.G.I	AH,SA,ID,DH,SD	.12	.15		.51		.14
9. Poor readers cannot possibly benefit from such an approach to reading.	8.1b.G.I	AH,ID,SA,DH,SD	.13	.21		.23		.22

Appendix F (Cont'd)

Episode XIII	Category Loading	Order of Response	Correlation Coefficients				
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*10. The teacher could insure greater attention on the part of the on-looking children if she asked questions based on the presented material.	*8.3b.Sp.I	ID,AH,SA,DH,SD	.39	.40	.41			.40
*11. When a teacher does not express interest in the work the children are doing, they too will lose interest.	*8.2.G.I	AH,SA,ID,DH,SD	.36	.33		.33		9.99
*12. Children who are prone to act up in class could certainly take advantage of such a class procedure.	*5.G.I	AH,SA,ID,DH,SD	.44	.27		.30		
	*8.1b.G.I			.54		.56		.52
13. This technique of presentation smocks of regimentation.	1b.G.I	AH,SA,ID,DH,SD	.07	.04		.04		.08
14. Any sort of regimentation minimizes the likelihood of learning.	8.1b.G.I	SD,DH,ID,AH,SA	9.99	9.99		9.99		9.99
*15. It is unreasonable to expect the children who have already read to listen quietly while the others take their turn.	*8.1b.G.I	AH,SA,ID,DH,SD	.08	.29		.29		.27

Appendix F (Cont'd)

Episode XIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
16. Some children are by nature better readers than others.	8.1b.G.I	AH,SA,ID,DH,SD	.08	.29		.29		.27
17. The children who act up when this kind of teaching technique is used are probably more intelligent than those who don't.	5.G.I	ID AH,DH SA,SD	.55	.56		.51		.57
	8.1d.G.I			.43		.43		.55
18. Children who act up during class time lack group feeling.	5.G.I	ID AH,DH SA,SD	.43	.44		.38		.49
19. This is a good way to prepare children to read before a group.	8.1b.G.I	DH,SD,ID,AH,SA	.21	.17		.18		.24
20. No one seemed to be interested in what the other children were reading.	1.Sp.I	AH,ID,SA,DH,SD	.38	.42	.40			.43
	8.3d.Sp.I			.36	.36			.38
*21. Only good readers should be asked to read before the group.	*.1b.G.I	DH,ID,SD,AH,SA	.44	.46		.48		.47
*22. It is important for a child to feel that the rest of the class is interested in his reading.	*8.1b.G.I	AH,ID,SA,DH,SD	.47	.50		.50		.53
*23. Only one child should be before the group at a time.	*8.3b.G.I	DH,SD,ID,AH,SA	.25	.35		.91		.35

Appendix F (Cont'd)

Episode XIII	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*24. The atmosphere of the classroom was too distracting for the reading to be beneficial.	*3b.Sp.I	ID AH,DH SA,SD	.51	.52	.53			.57
25. It is nearly impossible to make any one activity meaningful to all children.	8.1a.G.I	DH,SD,ID,AH,SA	.11	.16		.17		.13
*26. It did not seem as though the teacher had any definite plan for the group.	*8.3b.Sp.I	ID,AH,DH,SA,SD	.57	.61	.60			.66
27. If the children had been required to listen to each child read aloud, the lesson would have been more meaningful.	8.3b.Sp.I	ID,AH,SA,DH,SD	.01	.11	.12			.13
28. Many children become quite anxious when asked to read before the class.	8.1b.G.I	AH,SA,ID,DH,SD	9.99	.10		.09		.17
*29. Third graders learn more in small reading groups than in large ones.	*8.1b.G.I	ID,AH,SA,DH,SD	.48	.45		.44		.42
*30. Readers should be separated into groups according to their reading ability.	*8.1b.G.I	AH,ID,SA,DH,SD	.61	.49		.49		.57

Appendix F (Cont'd)

Episode XIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
31. Boys become less embarrassed in front of a group than do girls.	8.1b.G.I	ID AH,DH SA,SD	.42	.36		.36		.39
32. Lining children up in this way makes them more aware of physical differences.	8.1b.G.I	ID AH,DH SA,SD	.21	.27		.28		.37
33. Self-conscious children should not be made to read before a group.	8.1b.G.I	DH,ID,SD,AH,SA	.35	.30		.31		.34
*34. This type of activity helps children overcome fear of reading before a group.	*8.1b.G.I	ID AH,DH SA,SD	.35	.40		.41		.48
*35. The children standing in line waiting for a turn to read seemed bored.	*8.3b.Sp.I	AH,ID,SA,DH,SD	.44	.40	.38			.45
36. This approach to reading can be considered a poor one.	8.1b.G.I	AH,SA,ID,DH,SD	.40					
37. The children at their desks seemed to be paying no attention to what was being read.	8.3d.Sp.I	AH,SA,ID,DH,SD	.38	.37		.36		.36

Appendix F (Cont'd)

Episode XIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*38. The children who were waiting to read didn't seem to care about what was happening.	*8.3b.Sp.I	AH,SA,ID,DH,SD	.33	.32	.33			.35
39. The boys who were reading seemed embarrassed.	8.3d.Sp.I	ID AH,DH SA,SD	.48	.39	.39			
40. Reading before a group helps diction.	8.1b.G.I	ID AH,DH SA,SD	9.99	9.99		9.99		9.99

Appendix G

Film Test Items Submitted to the Item Analysis; Their Category Codifications, Their Response Weights, and the Correlation Coefficients Resulting from the Analysis

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*1. Books such as "Hop-Along Cassidy" are inappropriate for use in public schools.	*8.1a.G.I	DH,SD,ID,AH,SA	.32	.29		.26	.31	
*2. Requiring the children to be able to read the titles before they receive the book is a good teaching technique.	*8.3b.Sp.Sa	DH,ID,AH,SD,SA	.15	.20	.15		.19	
*3. This technique allows children to learn to take turns.	*8.1b.Sp.I	ID,AH,DH,SA,SD	.27	.30	.53			.30
4. The teacher seems relaxed in this situation.	8.2.Sp.I		.30	.38	.38			.37
*5. The teacher probably should insist that the entire class take part in this exercise.	*1.Sp.Sa	ID,DH,AH,SD,SA	.21	.24	.24		.47	
	*8.3b.Sa			.40	.28		.29	.07
6. This is an excellent example of a group learning experience.	8.3b.Sp.I	DH,SD,ID,AH,SA	.10	.08	.05			.07
7. This method of distributing books is one which is too rigidly controlled.	8.3b.Sp.I	DH,SD,ID,AH,SA	9.99	9.99	9.99			9.99

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
8. This is an unusual way of motivating interest in reading.	8.1b.Sp.I	DH,SD,ID,AH,SA	.11	.21	.46			.22
*9. A situation like this may create anxiety in children.	*8.1b.Sp.I	AH,SA,ID,DH,SD	.21	.18	.59			.29
*10. Children who didn't get a book seemed to show no resentment toward those who did.	*8.3b.Sp.K	DH,SD,ID,AH,SA	.23	.23	.24			.22
*11. Competition between children seems to dominate this situation.	*8.3b.Sp.I	DH,SD,ID,AH,SA	.07	.24	.20			.22
12. Many of the children seem to be frustrated by this experience.	Omitted	ID AH,DH SA,SD	.31	.25	.27			.34
*13. The children the teacher ignored were probably the good readers.	*8.3b.Sp.I	ID AH,DH SA,SD	.31	.25	.27			.34
*14. All the children participating seem to be enjoying this activity.	*8.3a.Sp.I	ID,AH,DH,SA,SD	.17	.25	.25			.30
15. The teacher showed little concern about a child's feeling when a book was denied him.	8.2.Sp.I	DH,SD,ID,AH,SA	.13	.21	.24			.22

Appendix G (Cont'd)

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*16 The teacher exhibited a good deal of interest in each child.	*8.2.Sp.I	ID,AH,DH,SA,SD	.27	.41	.44			.41
17. This sort of teaching technique should not be continued for long periods at a time.	8.1b.Sp.Sa	SA,AH,ID,AH,SD	9.99	9.99	.08		.05	
18. This situation clearly favors the good readers.	8.3b.Sp.I	SA,AH,ID,DH,SD	9.99	9.99	9.99			9.99
*19. This is a good method for obtaining student enthusiasm and interest.	*8.1b.G.Sa	AH,ID,SA,DH,SD	.34	.46		.39	.42	
*20. Better control of the students should have been exercised.	*8.3b.Sp.Sa	DH,SD,ID,AH,SA	.22	.44	.42		.45	
21. The children were too excited to read the titles.	8.3d.Sp.I	DH,SD,ID,AH,SA	.16	.[illegible]2	.33			.29
22. The fact that some pupils outside of the main group did not respond actively need not concern the teacher.	1.Sp.I	AH,SA,ID,DH,SD	.09	.16	.27			.09
	8.3b.Sp.I			.25	.17			.11
23. The children as a group did not seem to be frustrated.	8.3d.Sp.I	AH,ID,SA,DH,SD	.24	.41	.22			.31

Appendix G (Cont'd)

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*24. The degree of competition involved in this situation is not conducive to healthy social adjustment among peers.	*8.3b.Sp.I	DH,SD,ID,AH,SA	.42	.50	.54			.50
*25 The teacher has a good working relationship with these children.	*2.Sp.I	AH,SA,ID,DH,SD	.27	.18	.17			9.99
	*8.2.Sp.I			.37	.36			.36
26. This situation did not provide an equal opportunity for all children to get a book.	8.3b.Sp.I	SA,AH,ID,DH,SD	9.99	9.99	9.99			9.99
27. The teacher showed favoritism.	8.2.Sp.I	DH,ID,AH,SD,SA	.16	.19	.20			.18
*28. This technique probably discourages poor readers from participating.	*1.Sp.I	AH,SA,ID,DH,SD	.23	.23	.23			.24
	*8.1b.Sp.I			.24	.41			.28
29. This technique has value only if it is limited to a short period of time.	8.1b.Sp.I	AH,SA,ID,DH,SD	.10	.15	.31			.13
*30. The children who avoided the group activity should have been encouraged to participate.	*1.Sp.Sa	DH,ID,AH,SD,SA	.17	.30	.27		.43	
	*8.3b.Sp.Sa			.35	.26		.31	

Appendix G (Cont'd)

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Synct.	Interp.
*31. The group seems to be functioning smoothly.	*8.3b.Sp.I	AH,SA,ID,DH,SD	.43	.53	.51			.49
*32. This is an effective way to distribute a large number of books in a short period of time.	*8.1b.Sp.I	DH,SD,ID,AH,SA	.08	.25	.52			.20
33. The little girl who is jumping up and down in the back row exemplifies the fun to be had in this kind of experience.	8.3d.Sp.I	DH,SD,ID,AH,SA	.05	.14	.05			.06
*34. Allowing children to respond freely in this way often leads to a group feeling of enthusiasm.	*8.1b.G.I	AH,SA,ID,DH,SD	.32	.41		.39		.35
35. The quality of this experience seemed to decrease the longer it continued.	8.3b.Sp.I	AH,SA,ID,DH,SD	.22	.17	.17			.20
*36. Little or no learning is likely to come from this experience.	*8.3b.Sp.I	DH,SD,ID,AH,SA	.23	.29	.26			.30
*37. This teacher probably has discipline problems with her class.	*8.2.Sp.I	DH,ID,SD,AH,SA	.42	.47	.49			.46

Appendix G (Cont'd)

Episode I	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*38. This technique precipitated conditions which are not conducive to good learning habits.	*8.3b.Sp.I	DH,ID,SD,AH,SA	.31	.46	.40			.36
Episode II								
*1. The teacher's behavior in this instance probably was representative of her usual behavior.	*8.2.Sp.I	ID,AH,DH,SA,SD	.39	.42	.42			.41
2. Once children realize that a teacher is angry they often behave in ways to further antagonize her.	6.G.I	AH,SA,ID,DH,SD	9.99	9.99		.16		9.99
	8.2.G.I			.02				.02
3. The teacher seemed annoyed by the question from the boy at the table.	8.2.Sp.I	AH,SA,ID,DH,SD	.05	.05	.02			.08
4. Even though the teacher was annoyed she should have helped the boy.	3.Sp.Sa	AH,SA,ID,DH,SD	.25	.41	.46		.55	
	8.3c.Sp.Sa			.19	.19		.19	

Appendix G (Cont'd)

	Episode II	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
5.	When a teacher is angry it is unusual for a child of this age to seek physical contact with her.	2.G.I	DH,SD,ID,AH,SA	.21	.28		.47		9.99
		8.2.G.I			.16				.15
6.	Disciplinary action was called for when the boys in the reading group refused to settle down.	6.Sp.Sa	AH,SA,ID,DH,SD	.08	.08	.11		.18	
		8.3c.Sp.Sa			.08	.04		.09	
*7.	The teacher probably feels unsure of her ability to cope with children.	*8.2.Sp.I	AH,ID,SA,DH,SD	.34	.42	.39			.41
*8.	In the reading group the teacher should have insisted that the girl beside her sit with the rest of the group.	*2.Sp.Sa	DH,SD,ID,AH,SA	.27	.32	.30		.48	
		*8.3c.Sp.Sa			.29	.25		.25	
9.	In the reading group the boys seated at either end were testing limits.	6.Sp.I	ID,DH,AH,SD,SA	.22	.17	.21			.17
		8.3d.Sp.I			.33	.29			.28
*10.	Children are likely to take advantage of a teacher if they sense an inability to cope with the class.	*8.2.G.I	AH,SA,ID,DH,SD	.27	.38				.48

Appendix G (Cont'd)

Episode II	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
11. The teacher could probably have controlled the noise in the reading group more successfully if she had explained to them the inappropriateness of their behavior.	8.3c.Sp.Sa	DH,SD,ID,AH,SA	.25	.26	.26		.27	
12. The children in the reading group seem very much at ease.	8.3b.Sp.I	ID,DH,AH,SD,SA	.25	.29	.28			.33
13. The teacher was justified in being "short" with the boy who asked the question.	3.Sp.Sa	DH,ID,AH,SD,SA	.21	.47	.46		.68	.71
	8.2.Sp.Sa			.26	.27			.66
14. Strict discipline nearly always produces good learning habits.	8.1b.G.I	DH,SD,ID,AH,SA	.02	.11		9.99		.07
15. Teacher attitude is not important to such young children.	8.2.G.I	SD,DH,ID,AH,SA	.18	.15				.18
*16. Physically forcing a child to pay attention will eventually gain his respect.	*1.G.I	DH,SD,ID,AH,SA	.16	.16		.27		.16
	*8.1c.G.I			.15		.24		.24
*17. Probably this teacher does not like children.	*8.2.Sp.I	ID,DH,AH,SD,SA	.25	.28	.31			.21

Appendix G (Cont'd)

Episode II	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*18. Despite her manner, this teacher seemed to be liked by the children.	*8.2.Sp.I	ID,AH,DH,SA,SD	.30	.40	.38			.39
*19. The teacher's behavior interfered with communication from the children.	*3.Sp.I	AH,ID,DH,SA,SD	.38	.47	.49			.50
	*8.2.Sp.I			.44	.47			.45
20. This teacher would have excellent control over any classroom.	8.2.Sp.I	DH,SD,ID,AH,SA	.11	.18	.19			.18
21. Children should learn early that the demands of a school setting differ from those of other settings.	8.1b.G.I	AH,SA,ID,DH,SD	.26	.19		.02		.27
*22. The limits set by this teacher were probably valuable in teaching the children self-discipline.	*6.Sp.I	DH,ID,SD,AH,SA	.37	.32	.34			.34
	*8.3b.Sp.I			.33	.34			.33
23. The girl in the reading circle who is sitting close to the teacher is "apple-polishing."	2.Sp.I	DH,SD,ID,AH,SA	.08	.19	.16			.07
*24. Children will learn much more in a controlled atmosphere than in a permissive one.	*8.1b.G.I	ID,AH,SA,DA,SD						

Appendix G (Cont'd)

Episode II	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
25. This teacher will have discipline problems in any classroom.	6.Sp.I	AH,ID,SA,DH,SD	.15	.19	.13			.20
	8.2.Sp.I			.25	.24			.25
*26. The behavior of this teacher is apt to curb the natural curiosity.	*8.3b.Sp.I	IDH,AH,DH,SA,SD	.26	.27	.27			.31
27. The children seem to be afraid of this teacher.	8.3b.Sp.I	DH,ID,SD,AH,SA	.17	.21	.14			.24
*28. This teacher would likely be less strict with older children.	*8.2.Sp.I	ID AH,DH SA,SD						
Episode III								
1. The girl who is not participating in the music experience probably doesn't like music.	1.Sp.I	ID AH,DH SA,SD	.37	.43	.47			.50
	8.3d.Sp.I			.43	.23			.32
2. The girl who is not participating in the music experience probably withdraws from group situations often.	1.Sp.I	ID,AH,DH,SA,SD	.23	.53	.58			.59
	8.3d.Sp. I			.50	.41			.50

Appendix G (Cont'd.)

	Episode III	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
3.	It is likely that the child who didn't participate doesn't have a chance to listen or dance to music at home.	1.Sp.I	ID AH,DH SA,SD	.22	.33	.38			.32
		8.3d.Sp.I			.38	.21			.22
4.	Unhappy children tend to be withdrawn children.	8.1d.G.I	ID AH,DH SA,SD	.30	.35		.28		.23
5.	When a child is withdrawn in school, he is probably withdrawn at home as well.	8.1d.G.I	AH,ID,DH,SA,SD	.12	.42		.20		.26
6.	Refusing to participate in group activity is often an expression of hostility toward the teacher.	1.G.I	AH,ID,DH,SA,SD	.29	.36		.35		.42
7.	This music experience lost much of its meaning for children when they "act up."	5.Sp.I	DH,SD,ID,AH,SA	.27	.31	.33	.29	.31	
		8.3d.Sp.I							
8.	Boys "show off" more than girls.	8.1d.G.I	AH,SA,ID,DH,SD	9.99	.66 9.99		9.99		9.99
9.	When a child is unable to do something well, it is unusual for him to attempt it in front of his classmates.	8.1d.G.I	AH,SA,ID,DH,SD	.10	.38		.07		.12

Appendix G (Cont'd)

Episode III	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*10 Using music to control class behavior is likely to lead to a dislike of music.	*8.1b.G.I	DH,SD,ID,AH,SA	.44	.48		45		.50
*11. The ways children express themselves to music are a reflection of differences in personality.	*8.1d.G.I	AH,SA,ID,DH,SD	.35	.45		.44		.43
*12. Children who dislike music in elementary school will probably continue to dislike it.	*8.1d.G.I	ID,AH,DH,SA,SD	.38	.66		.44		.43
*13. All the children should have been encouraged to participate in the music activity.	*1.S.Sa	AH,ID,DH,SA,SD	.32	.37	.34		.39	
	*8.3b.Sp.Sa			.44	.33		.33	
*14. The teacher had adequate control of the group during the music experience.	*8.2.Sp.I	AH,SA,ID,DH,SD	.12	.27	.28			.27
*15. Music activities for children this age should be more structured.	*8.1b.G.Sa	DH,SD,ID,AH,SA	.17	.36		.26	.24	
16. This activity did not seem to be of interest to these children.	8.3d.Sp.I	DH,SD,ID,AH,SA	.11	.09	.08			.09

Appendix G (Cont'd)

Episode III	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
17. When the teacher saw the children were not in time with the music, she should have corrected their rhythm.	8.3c.Sp.Sa	SD,DH,ID,AH,SA	.19	.30	.30		.36	
*18. The girl who is writing at her seat during the dancing episode is probably an unhappy child.	*1.Sp.I	ID,DH,AH,SD,SA	.32	.30	.33			.37
	*8.3d.Sp.I			.43	.20			.30
19. The teacher should have stopped playing the piano long enough to get the girl writing at her seat involved in the activity.	1.Sp.Sa	DH,SD,ID,AH,SA	.17	.14	.19		.18	
	8.3c.Sp.Sa			.27	.25		.33	
20. The child who is not participating is likely the "teacher's pet.	1.Sp.I	DH,SD,ID,AH,SA	.16	.08	.01			.03
	8.3d.Sp.I			.13	.25			.22
*21. This teacher probably ignores children who do not participate.	*1.Sp.I	ID,DH,AH,SD,SA	.32	.29	.28			.34
	*8.2.Sp.I			.32	.36			.34
22. The teacher should not have permitted the boys to dance the "twist" in the classroom.	8.3c.Sp.Sa	SD,DH,ID,AH,SA	9.99	.19	.14		.28	

Appendix G (Cont'd)

Episode III	Category Loadings	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
23. This would have been a more valuable experience if the teacher had required all the children to do a fairy dance in the traditional circle-style.	8.3b.Sp.I	DH,SD,ID,AH,SA	.15	.14	.18			.16
24. Giving the children a chance to relax rather than teaching them an appreciation of music was probably the major function of this routine.	8.3b.Sp.I	AH,ID,DH,SA,SD	.15	.12	.05			.08
25. The girl at her desk was setting a bad example for the rest of the class.	1.Sp.I	DH,SD,ID,AH,SA	.15	.11	.13			.05
26. The majority of the children did not seem to pay any attention to the girl at her desk.	1.Sp.I	SA,AH,ID,DH,SD	9.99	9.99	9.99			9.99
27. An unstructured situation very often gets out of hand.	5.G.I	AH,ID,SA,DH,SD	.19	.24		.11		.26
	8.1b.G.I			.07		.21		.11
28. Children are naturally rhythmical.	8.1b.G.I	AH,ID,SA,DH,SD	.17	.24		9.99		.29
*29. Musical exercise contributes to muscular development and co-ordination.	*8.1a.G.I	AH,SA,ID,DH,SD	.30	.24		.34		.36

Appendix G (Cont'd)

Episode III	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
30. Generally speaking, boys have greater musical talent than do girls.	8.1b.G.I	DH,SD,ID,AH,SA	.13	.30		.18		.26
31. All children enjoy musical activities of this sort.	8.1b.G.I	SA,AH,ID,DH,SD	9.99	9.99		.02		9.99
*32. The teacher should have had the children choose partners to provide them with social experience.	*8.3b.Sp.Sa	DH,SD,ID,AH,SA	.22	.27	.23		.25	
*33. All children need not be expected to enjoy music activities.	*8.1b.G.I	AH,SA,ID,DH,SD	.28	.44		.31		.23
*34. The girl at the table probably had a very acceptable reason for not participating.	*1.Sp.I	AH,ID,SA,DH,SD	.25	.30	.30			.27
	*8.3d.Sp.I			.24	.23			.22
Episode IV								
*1. The teacher should have made Freddie take his feet off the girl's chair.	*6.Sp.Sa	ID AH,DH SA,SD	.46	.53	.52		.45	
	*8.3c.Sp.Sa			.52	.52		.46	

Appendix G (Cont'd)

Episode IV	Category Loading	Order of Response	Correlation Coefficients: Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*2. Freddie probably dislikes the girl who was sitting in the chair in front of him.	*6.Sp.I	ID AH,DH SA,SD	.42	.44	.51			.50
3. A child doesn't pester another without reason.	6.G.I	SA,AH,ID,DH,SD	.20	.22		.32		.22
*4. The girl should have asked the teacher to help her free her chair.	*4.Sp.I	DH,ID,SD,AH,SA	.40	.32	.31			.38
*5. There was no need for the teacher to interfere in the situation involving the two children.	*6.Sp.I	ID,AH,DH,SA,SD	.35	.41	.38			.37
	*8.3c.Sp.I			.42	.43			.44
6. Children should be encouraged to solve disputes such as this on their own.	6.G.Sa	SA,AH,ID,DH,SD		.12		.20	.34	
	8.1c.G.Sa			.15		.07	.09	
*7. If Freddie continues bothering the girl, he should be moved.	*6.Sp.Sa	ID,AH,SA,DH,SD	.22	.26	.27		.28	
	*8.3c.Sp.Sa			.26	.23		.19	
*8. It is likely that at home Freddie is never made to do anything he doesn't want to.	*6.Sp.I	ID AH,DH SA,SD	.35	.45	.47			.47

Appendix G (Cont'd)

Episode IV	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
9. When a class is doing exercises all children should be made to participate.	1.G.Sa	DH,SD,ID,AH,SA	.17	.14		.20	.30	
	8.1b.G.Sa			.33		9.99	.48	
10. Freddie lacks coordination and muscle control.	6.Sp.I	ID AH,DH SA,SD	.41	.54	.53			.55
11. The teacher should provide special exercises for Freddie.	8.3c.Sp.Sa	DH,ID,SD,AH,SA	.39	.33	.33		.27	
12. If a boy isn't taught to participate at this age he will have difficulties cooperating in group activities in later years.	1.G.I	AH,ID,SA,DH,SD	.24	.30		.23		.28
	8.1c.G.I			.18		.13		.14
*13. The teacher should have made more of an effort to get Freddie involved in the activity.	*1.Sp.Sa	DH,ID,SD,AH,SA	.30	.36	.34		.53	
	*8.3c.Sp.Sa			.49	.44		.56	
14. Freddie's behavior demands strict discipline.	6.G.I	DH,SD,ID,AH,SA	.24	.12		.16		.14
	8.3c.Sp.Sa							
*15. A parent-teacher conference should be held regarding this boy's behavior.	*6.Sp.Sa	ID,AH,SA,DH,SD	.42	.42	.50		.28	
	*8.3c.Sp.Sa			.34	.33		.27	

Episode IV	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*15. A parent-teacher conference should be held regarding this boy's behavior.	*6.Sp.Sa	ID,AH,SA,DH,SD	.42	.42	.50		.28	
	*8.3c.Sp.Sa			.34	.33		.27	
*16. Freddie is probably below average in I.Q.	*6.Sp.I	ID AH,DH SA,SD	.32	.43	.49			.46
17. Freddie is probably making a bid for special attention.	2.Sp.I	ID AH,DH SA,SD	.40	.44	.44			.11
18. There is no reason why a child should participate in a group activity if he doesn't wish to.	1.G.I	DH,SD,ID,AH,SA	.24	.22		.39		.21
*19. It is likely that Freddie is experimenting with "out of bounds" behavior.	*6.Sp.I	ID AH,DH SA,SD	.45	.49	.54			.50
*20. Freddie seems to enjoy teasing others.	*6.Sp.I	ID AH,DH SA,SD	.52	.53	.58			.57
21. The girl made too much fuss over the chair incident.	6.Sp.I	DH,ID,SD,AH,SA	.33	.28	.27			.30
22. The teacher should give Freddie the opportunity to do something which interested him.	6.Sp.Sa	AH,SA,ID,DH,SD	.24	.28	.28		.48	
	8.3c.Sp.Sa			.22	.23		.31	

Appendix G (Cont'd)

Episode IV	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
23. It is likely these two children never get along well with each other.	6.Sp.I	ID AH,DH SA,SD	.23	.37	.44			.43
*24. The teacher should separate any two children in conflict.	*6.G.Sa	DH,SD,ID,AH,SA	.33	.26		.48	.48	
	*8.1c.G.Sa			.60		.27	.32	
*25. Freddie's parents are undoubtedly too strict with him.	*6.Sp.I	ID AH,DH SA,SD	.38	.55	.56			.55
26. It is likely that Freddie does not receive enough attention at home.	2.Sp.I	ID AH,DH SA,SD	.46	.45	.54			
27. If the teacher had not attempted to lift the boy bodily into the activity, he likely would have joined it of his own accord.	1.Sp.I	ID,DH,SD,AH,SA	.10					
	8.3c.Sp.I			.09	.11			.08
28. The teacher should have talked with Freddie about the desirability of joining the group activity rather than lifting him from his seat.	1.Sp.Sa	SD,DH,ID,AH,SA	.05	.10	.10		.29	
	8.3c.Sp.Sa			.10	.10		.13	
*29. Freddie is likely to have future psychiatric problems.	*6.Sp.I	ID AH,DH SA,SD	.42	.48	.51			.50

Appendix G (Cont'd)

Episode IV	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
30. The small girl seemed to be deliberately provoking Freddie.	6.Sp.I	DH,ID,SD,AH,SA	.35	.33	.34			.36
31. Freddie needs assistance in learning to express himself appropriately.	6.Sp.I	AH,SA,ID,DH,SD	.17	.25	.29			.26
	8.3c.Sp.I			.22	.21			.33
*32. Freddie seemed to be sleepy.	*6.Sp.I	ID,AH,DH,SA,SD	.49	.48	.52			.55
*33. It is probably characteristic of Freddie to physically resist any situation which does not interest him.	*6.Sp.I	ID,AH,SA,DH,SD	.54	.58	.63			.58
*34. Freddie probably does not feel he is part of the group.	*1.Sp.I	ID AH,DH SA,SD	.45	.48	.35			.31
35. The teacher should have ignored the boy until he wanted to participate.	1.Sp.Sa	DH,SD,ID,AH,SA	.14	.16	.14		.24	
	8.3c.Sp.Sa			.13	.13		.10	
*36. Freddie probably is a problem child.	*6.Sp.I	ID AH,DH, SA,SD	.41	.45	.48			.45
*37. The teacher handled this situation very poorly.	*6.Sp.I	DH,SD,ID,AH,SA	.25	.25	.27			.23
	*8.2.Sp.I			.35	.36			.35

Appendix G (Cont'd)

Episode IV	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*38. Freddie appears to be a friendly fellow who is simply having a "bad" day.	*6.Sp.I	ID AH,DH SA,SD	.32	.44	.47			.45
*39. Freddie should have been punished for refusing to participate.	*1.So.Sa	SD,DH,ID,AH,SA	.22	.10	.16		.26	
	*8.3c.Sp.Sa			.35	.32		.39	
40. The teacher should try to find out why Freddie was resisting.	6.Sp.Sa	SA,AH,ID,DH,SD	9.99	.05	.04		.25	
	8.3c.Sp.Sa			9.99	9.99		9.99	
41. Planned physical exercise in the school generally is unnecessary in view of the exercise children this age are apt to get.	8.1a.G.I	SD,DH,ID,AH,SA	9.99	.30		.04		.52
42. If you let one child resist a group activity, you will soon have problems with others resisting.	6.G.I	AH,ID,SA,DH,SD	.02	9.99		.06		9.99
	8.1c.G.I			.45		.16		.23
43. All children resist teachers once in a while.	6.G.I	AH,SA,ID,DH,SD	.10	.14		.13		.15

Appendix G (Cont'd)

	Episode V	Category Loading	Order of Response	Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*1.	When only one scale has to be shared by so many children one can expect a situation like this to occur.	*5.G.I	AH,ID,SA,DH,SD	.43	.44		.48		.44
2.	The children are too young to assume major responsibility in a situation like this.	5.Sp.I	AH,SA,ID,DH,SD	9.99	9.99	9.99			.03
3.	The learning value of a situation is diminished when children do not take it seriously.	3.G.I	SA,AH,ID,DH,SD	9.99	9.99		9.99		9.99
4.	A few children seemed to be cominating the situation.	5.Sp.I	ID AH,DH SA,SD	.27	.28	.37			.38
*5.	Children usually break rules when they are frustrated.	*5.G.I	ID,AH,DH,SA,SD	.42	.38		.29		.39
6.	This activity is obviously inappropriate to the children's level of understanding.	5.Sp.I	SD,DH,ID,AH,SA	.15	.17	.21			.17
*7.	The teacher probably did not explain or demonstrate the consequences of overloading the scale.	*5.Sp.I	ID AH,DH SA,SD	.48	.45	.46			.45
		*8.3b.Sp.I			.49	.39	.44		.44

Appendix G (Cont'd)

	Episode V	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*8.	The teacher should have removed the scales when the children broke the rules.	*5.Sp.I	DH,SD,ID,AH,SA	.21	.25	.27		.48	
		*8.3c.Sp.I			.29	.22		.26	
9.	Limits have little meaning for children as exhuberant as these.	5.G.I	DH,SD,ID,AH,SA	.28	.29		.28		.24
		8.1b.G.I			.27		.01		.32
10.	The children seemed to be trying to see how much they could put on the scales before they would break.	5.Sp.I	ID,AH,SA,DH,SD	.21	.23	.23			
11.	Little learning takes place in an unstructured situation.	3.G.I	SD,DH,ID,AH,SA	.47	.54		.01		.56
		8.1b.G.I			.54		.05		.51
12.	Children benefit from their own discoveries when left unsupervised.	5.G.I	ID AH,DH SA,SD	.20	.13		.06		.12
		8.1b.G.I			.18		9.99		.23
13.	Situations providing exploration opportunities should never be supervised.	5.G.Sa	SD,DH,ID,AH,SA	9.99	9.99		.04	.16	
		8.1b.G.Sa			9.99		9.99	.02	

Episode V	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
14. Some explanation must accompany the teaching of abstract concepts.	3.G.Sa	AH,SA,ID,DH,SD	.21	.24		.03	.48	
	8.1b.G.Sa			.50		.11	.24	
*15. The interaction amongst the children seemed to be one of chaos and confusion.	*5.Sp.I	DH,SD,ID,AH,SA	.31	.36	.40			.35
*16. From this sample of behavior one might assume that this teacher's room was usually confused and uncontrolled.	*5.Sp.I	ID,DH,SD,AH,SA	.40	.44	.49			.43
	*8.2.Sp.I			.53	.53			.50
17. Some of the children obviously were testing limits set by the teacher.	5.Sp.I	ID AH,DH SA,SD	.37	.39	.41			.43
	8.3d.Sp.I			.29	.29			.39
*18. This should be a lesson to the teacher to never again trust these children to obey rules.	*5.Sp.I	DH,SD,ID,AH,SA	.37	.39	.34			.39
	*8.3c.Sp.I			.41	.38			.38
19. It is absurd for a teacher to expect to maintain order when many children have to share a single piece of equipment.	5.G.I	DH,SD,ID,AH,SA	.08	.10		.17		.12
	8.1b.G.I			.21		.10		.18

Appendix G (Cont'd)

Episode V	Category Loading	Order of Response	Correlation Coefficients: Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*20. Some of the children seemed to be purposefully destructive.	*5.Sp.I	ID AH,DH SA,SD	.32	.34	.42			.34
21. Children in the first grade cannot be expected to remember rules.	5.G.I	SD,DH,ID,AH,SA	9.99	9.99		9.99		9.99
*22. The teacher should have put a stop to this silly behavior.	*5.Sp.Sa	DH,SD,ID,AH,SA	.26	.34	.34		.30	
	*8.3c.Sp.Sa			.34	.35		.36	
23. Once rules are established the teacher should enforce them or she will lose control over the children.	5.G.Sa	AH,SA,ID,DH,SD	.05	.12		.28	.10	
	8.1b.G.Sa							
*24. It is worthwhile for the children to find out from experience what the scale will withstand.	*5.Sp.I	ID,AH,DH,SA,SD	.64	.65	.62			.64
*25. Breaking rules shows a definite disrespect for a teacher's wishes.	*5.G.I	ID AH,DH SA,SD	.37	.32		.36		.32
26. The children should be made to understand that they must treat school property with care and consideration.	5.G.Sa	SA,AH,ID,DH,SD	9.99	9.99		9.99	9.99	
	8.3b.G.Sa			9.99		.47	9.99	

Appendix G (Cont'd)

Episode V	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
27. The child who interferred with the large book being placed on the scale exhibited leadership qualities.	5.Sp.I	ID AH,DH SA,SD	.33	.30	.34			.29
*28. Probably it was the teacher's casual attitude that precipitated the children's taking advantage of the situation.	*5.Sp.I	ID AH,DH SA,SD	.44	.45	.50			.45
	*8.2.Sp.I			.52	.55			.54
29. If the teacher wanted the children to use the scale in a particular way she should have supervised them closely.	5.Sp.Sa		.54	.51		9.99		.50
	8.3b.Sp.Sa							
30. Children cannot learn from such a loosely structured situation.	3.G.I	DH,SD,ID,AH,SA	.48	.52		.05		
	8.1b.G.I			.46		.45		.43
Episode VI								
1. Brief classroom scuffles are a common occurrence in the primary grades.	6.G.I	AH,SA,ID,DH,SD	.31	.31		.43		.28

Appendix G (Cont'd)

	Episode VI	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
2.	A scuffle like this generally has little meaning to the children involved.	6.G.I	AH,ID,SA,DH,SD	.37	.40		.41		.39
3.	Eric was angry.	6.Sp.I	ID AH,DH SA,SD	.39	.30	.37			.35
*4.	Charles is probably a bully.	*6.Sp.I	ID AH,DH SA,SD	.31	.41	.48			.44
5.	When Charles pushed eric, Eric should have hit him.	6.Sp.I	DH,SD,ID,AH,SA	.31	.29	.35			.33
*6.	The teacher should have taken Charles aside and talked with him about treating others with kindness and respect.	*4.Sp.Sa *8.3c.Sp.Sa	DH,SD,ID,AH,SA	.21	.26 .53	.26 .27			.50 .36
*7.	After the scuffle the teacher should have made the two boys work separately.	*6.Sp.Sa *8.3c.Sp.Sa	DH,SD,ID,AH,SA	.37	.36 .44	.34 .44		.66 .51	
*8.	Eric is likely to "carry a grudge" against Charles.	*6.Sp.I	ID AH,DH SA,SD	.26	.42	.35			.35
*9.	After a scuffle of this sort children will not usually remain with one another as these two did.	*6.G.I	DH,ID,SD,AH,SA	.43	.43		.30		.50

Appendix G (Cont'd)

Episode VI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*10. It is unusual for a scuffle to blend into another activity as simply as this one did.	*6.G.I	DH,ID,SD,AH,SA	.35	.42		.40		.44
11. In handling short scuffles, the teacher's responsibility is quite different than it is in handling a fight.	6.G.I	DH,SD,ID,AH,SA	.12	.16		9.99		.22
	8.1c.G.I			.11		.11		.10
12. Eric's father should help him learn to stand up for his rights.	6.Sp.I	ID,AH,SA,DH,SD	.34	.34	.37			.39
13. Well adjusted children rarely fight.	6.G.I	DH,SD,ID,AH,SA	.21	.27		.38.		.26
14. Boys scuffle like this much more than girls do.	6.G.I	SA,AH,ID,DH,SD	9.99	9.99		.02		9.99
15. Children who fight a great deal in the primary grades are likely to be the children who habitually get into trouble in the later grades.	6.G.I	ID,AH,SA,DH,SD	.22	.23		.03		.31
16. Children work out conflicts with one another better by themselves than with the help of teachers.	6.G.I	AH,ID,SA,DH,SD	.28	.32		.40		.32
	8.1c.G.I			.18		.19		.20

Appendix G (Cont'd)

Episode VI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
17. Charles, by pushing Eric, is probably teaching him to hate.	6.Sp.I	ID AH,DH SA,SD	.18	.29	.18			.24
18. Learning to deal with agression is part of growing up.	6.G.I	SA,AH,ID,DH,SD	.07	.10		.34		.09
19. Eric looks as though he usually provokes quarrels.	6.Sp.I	ID AH,DH SA,SD	.27	.38	.46			.40
20. Eric should have gone to the teacher for aid instead of fighting.	6.Sp.I	DH,SD,ID,AH,SA	.10	.15	.17			.11
21. Most children this age will cry when pushed.	6.G.I	DH,SD,ID,AH,SA	.20	.19		.12		.15
22. Both boys appeared to be equally emotionally involved in the quarrel.	6.Sp.I	SD,DH,ID,AH,SA	.15	.15	.22			.16
*23. Because of the nature and length of the scuffle the teacher was justified in staying out of it.	*6.So.Sa	AH,SA,ID,DH,SD	.23	.28	.19		.47	
	*8.3c.Sp.Sa			.27	.27		.26	
24. The teacher should have isolated both boys.	6.Sp.Sa	SD,DH,ID,AH,SA	.16	.28	.16		.50	
	8.3c.Sp.Sa			.19	.19		.35	

Episode VI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
25. The teacher should have come to Eric's rescue.	3.Sp.Sa	DH,SD,ID,AH,SA	.37	.33	.40		.51	
	8.3c.Sp.Sa			.38	.38		.40	
26. If a teacher has adequate control of the class this kind of incident will not occur.	6.G.I	SD,DH,ID,AH,SA	.21	.33		.46		.27
	8.2.G.I			.31				.28
27. Aggressive behavior such as this is acceptable in the classroom.	6.G.I	AH,SA,ID,DH,SD	.34	.44		.41		.42
	8.1b.G.I			.24		.25		.28
28. It is impossible for the teacher to solve all conflicts that occur in the classroom.	6.G.I	SA,AH,ID,DH,SD	.13	.12		.34		.06
	8.1c.G.I			.20		.18		.22
29. Scuffling like this has no place in the school room.	6.G.I	DH,SD,ID	.33	.43		.59		.39
	8.1b.G.I			.36		.36		.32
*30. The teacher should have separated the boys immediately.	*6.Sp.Sa	DH,SD,ID,AH,SA	.33	.38	.28		.50	
	*8.3c.Sp.Sa			.33	.36		.39	
*31. There is no need for the teacher to make an issue out of minor incidents.	*6.G.I	AH,SA,ID,DH,SD	.13	.09		.20		.07
	*8.1c.G.I			.26		.20		.43

Appendix G (Cont'd)

Episode VI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*32. A good technique to use in preventing recurrent scuffles between these two is to thoroughly chastise them for being childish.	*6.Sp.Sa	SD,DH,ID,AH,SA	.17	.25	.21		.43	
	*8.3c.Sp.Sa			.40	.24		.29	
33. If scuffling is tolerated, before long the classroom will be more of a gymnasium than anything else.	6.G.I	DH,SD,ID,AH,SA	.33	.45		.61		.39
	8.1b.G.I			.35		.33		.35
34. At this point the teacher should have stepped in and given the class some physical exercise.	6.Sp.Sa	SD,DH,ID,AH,SA	9.99	9.99	9.99		.24	
	8.3a.Sp.Sa			.03	.02		.12	
35. Eric should have asked the teacher to punish Charles.	3.Sp.I	SD,DH,ID,AH,SA	9.99	9.99	.09			.0s
36. Charles and Eric are probably serious rivals.	6.Sp.I	ID AH,DH SA,SD	.25	.36	.45			.42
37. A skirmish as brief as this one is of little or no consequence in the classroom.	6.G.I	AH,SA,ID,DH,SD	.18	.15		.35		.09
38. Being defeated usually provokes feelings of inadequacy.	6.G.I	AH,SA,ID,DH,SD	.01	.10		.16		.11

Episode VI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*39. Charles is probably an only child.	*6.Sp.I	ID AH,DH SA,SD	.46	.55	.57			.50
*40. Charles probably always gets his way at home.	*6.Sp.I	ID AH,DH SA,SD	.36	.45	.43			.48
*41. It is likely that neither Charles nor Eric have learned to cooperate.	*6.Sp.I	ID AH,DH SA,SD	.43	.51	.52			.49
Episode VII								
1. There were probably too many children in this group to permit good instruction.	8.3b.Sp.I	DH,SD,ID,AH,SA	.16	.14	.14			.18
2. The children did not seem to be intellectually capable of understanding the difference between singular and plural words.	3.Sp.I	ID,DH,SD,AH,SA	.12	.23	.31			.27
*3. Children feel free to disregard a teacher she rarely enforces limits.	1.G.I	DH,SD,ID,AH,SA	.37	.33		.35		.31

Appendix G (Cont'd)

	Episode VII	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*4.	When children sense that a teacher is uncomfortable in a teaching situation learning is likely to be impaired.	*8.2.G.I	AH,SA,ID,DH,SD	.41	.37				.37
*5.	Most teachers would find the child's singing, "Balls, balls, balls" humerous.	*1.Sp.Sa	ID,DH,SD,AH,SA	.25	.22	.19		.17	
		*8.2.Sp.Sa			.31	.32		.17	
6.	The children were paying as much attention as should be expected.	1.Sp.I	DH,SD,ID,AH,SA	.22	.21	.20			.22
		8.3d.Sp.I			.20	.20			.27
7.	The teacher should have exerted more control with this group.	1.Sp.Sa	AH,SA,ID,DH,SD	.18	.25	.26		.13	
		8.3b.Sp.Sa			.10	.09		.08	
8.	Children should not be free to come and go when instruction is in progress.	1.G.Sa	AH,SA,ID,DH,SD	.04	.08		.07	.12	
		8.1b.G.Sa			.08		.10		.09
9.	This teacher apparently doesn't mind when children leave the group without asking her permission.	1.Sp.I	AH,ID,SA,DH,SD	.30	.35	.30			.31
		8.2.Sp.I			.25	.27			.26

Appendix G (Cont'd)

Episode VII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
10. The little girl singing, "balls, balls, balls" was disruptive to the group.	1.Sp.I	DH,ID,SD,AH,SA	.14	.09	.15			.06
*11. Only a child who is undisciplined att home would sing out loud in a group like this.	*1.G.I	ID,DH,SD,AH,SA	.53	.44		.31		.44
*12. The girl singing probably has some emotional problems.	*1.Sp.I	ID AH,SH SA,SD	.48	.51	.55			.57
13. The girl who is singing should have been asked to leave the group.	1.Sp.Sa	SD,DH,ID,AH,SA	.07	9.99	.02		.18	
	8.3c.Sp.Sa			.15	.15		.28	
14. When a child is disruptive in a group his behavior should be promptly corrected.	1.G.Sa	SA,AH,ID,DH,SD	9.99	9.99		.17	9.99	
	8.1c.G.Sa			9.99		9.99	9.99	
15. The teacher's relationship with the children did not seem to be a relaxed one.	2.Sp.I	DH,SD,ID,AH,SA	.03	.11	.08			.03
*16. Apparently the children have little respect for this teacher.	*2.Sp.I	ID AH,SH SA,SD	.48	.48	.46			.14

Appendix G (Cont'd)

Episode VII	Category Loading	Order of Response	Correlation Coefficients: Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*17. A teacher who is considerate of children's feelings is generally shown respect by pupils.	*2.G.I	AH,SA,ID,DH,SD	.26	.30		.41		9.99
	*8.2.G.I			.28		.12		.29
18. First graders need a wide range of freedom to come and go in structured activities.	1.G.I	AH,SA,ID,DH,SD	.06	.16		.13		.17
	8.1b.G.I			.09		.10		.10
19. Children will learn faster if a teacher makes them sit still and pay attention.	1.G.I	AH,ID,SA,DH,SD	9.99	.05		.18		9.99
	8.1b.G.I			9.99		9.99		.01
*20. The girl singing should have been asked to save her song until music time.	*1.Sp.Sa	SD,DH,ID,AH,SA	.24	.25	.29		.29	
	*8.3c.Sp.Sa			.18	.31		.39	
21. The teacher's technique seemed to be monotonous and repetitive.	3b.Sp.I	AH,SA,ID,DH,SD	.13	.16	.15			.15
22. The children seem to be bored.	1.Sp.I	AH,SA,ID,DH,SD	.24	.24	.21			.24
*23. The child who was singing seemed to understand the distinction between singular and plural nouns.	*3.Sp.I	ID AH,DH SA,SD	.38	.56	.21			.21
*24. The teacher seemed to be overdoing a simple lesson.	*8.3b.Sp.I	AH,SA,ID,DH,SD	.10	.33	.35			.18

Episode VII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
25. The teacher seemed to be focused more on teaching techniques than she was on the children's comprehension.	3.Sp.I	DH,SD,ID,AH,SA	.30	.41	.46			.48
	8.3b.Sp.I			.31	.31			.39
*26. The teacher appears to have confidence in her teaching ability.	*8.2.Sp.I	ID AH,DH SD,SA	.17	.31	.31			.32
27. The teacher seemed to have adequate control of the group.	1.Sp.Sa	DH,SD,ID,AH,SA	.17	.13	.10		.18	
	8.2.Sp.Sa			.22	.24		.32	
28. The teacher probably should have insisted that the group sit still during the lesson.	1.G.Sa	AH,SA,ID,DH,SD	.17	.23		.33	.29	
	8.3b.G.Sa			.11		9.99	.06	
29. When children become restless a teacher should involve them in another activity.	3.G.I	ID AH,DH SA,SD	.33	.26		.01		.37
	8.1b.G.I			.33		.34		.32
30. Oriental teachers usually present a language problem for elementary children.	1.Sp.I	ID AH,DH SA,SD	.28	.37	.35			.38
31. The girl who was singing probably found the lesson too simple.	1.Sp.I	ID AH,DH SA,SD	.19	.27	.28			.30
	8.3d.Sp.I			.19	.20			.23

Appendix G (Cont'd)

Episode VII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
32. The behavior in this situation is a typical example of the outcome of a permissive approach to teaching.	2.Sp.I	AH,SA,ID,DH,SD	.40	.12	.11			9.99
*33. The child who is singing probably has been given special priviledges before by the teacher.	*1.Sp.I	ID AH,DH SA,SD	.40	.51	.52			.55
Episode VIII								
*1. Assuming a teacher to be present, she should have stopped this behavior until the boys learned to respect the girls.	*4.Sp.Sa	DH,SD,ID,AH,SA	.33	.38	.46		.49	
2. Scuffling is typical for both boys and girls at this age.	5.G.I	SA,AH,ID,DH,SD	9.99	.07		.23		.07
3. Children should be free to be as rowdy as they wish during outside activity.	4.G.Sa	DH,SD,ID,AH,SA	.41	.21		.36	.25	
	8.1b.G.Sa			.09		.11	.16	

Episode VIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*4. It is generally not acceptable for girls to scuffle with the boys like this at school.	*5.G.I	DH,SD,ID,AH,SA	.43	.44		.49		.44
*5. It is obvious from their behavior that these boys have not been taught to respect girls.	*4.Sp.I	ID AH,DH SA,SD	.47	.40	.44			.44
*6. The boys probably dislike the girl they are ganging up against.	*2.Sp.I	DH,ID,SD,AH,SA	.29	.30	.29			.18
7. Boys will tease a girl only when she is a poor sport.	2.G.I	SD,DH,ID,AH,SA	.12	.05		.12		.08
8. Antagonism between boys and girls of this age appears frequently.	6.G.I	DH,SD,ID,AH,SA	.22	.17		.21		.13
*9. Scuffling of this sort is not any more acceptable on the playground than it is in the classroom.	*5.G.I	DH,SD,ID,AH,SA	.26	.35		.47		.35
10. Children usually won't "gang up" on another child unless there is reason.	2.G.I	SA,AH,ID,DH,SD	9.99	9.99		9.99		9.99

Appendix G (Cont'd)

Episode VIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*11. The girl who is being pushed should have complained to the teacher.	*4.Sp.I	DH,SD,ID,AH,SA	.32	.40	.40			.38
12. Children should feel free to seek the help of a teacher when other children are being unkind to them.	2.G.sA	AH,SA,ID,DH,SD	.14	.15		.19	.28	
*13. The girl seemed to enjoy the rough play.	*5.Sp.I	ID AH,DH SA,SD	.27	.32	.35			.28
14. Behavior of this sort between boys and girls is often a "first step" in coming to understand the opposite sex.	5.G.I	AH,SA,ID,DH,SD	.17	.24		.36		.26
*15. Had a teacher been present she should have kept the boys from being so rough with the girl.	*5.Sp.Sa	AH,ID,SA,DH,SD	.39	.37	.36		.41	
	*8.3c.Sp.Sa			.42	.41		.28	
16. The teacher should have used this situation to initiate discussion about boy-girl relations.	4.Sp.Sa	SD,DH,ID,AH,SA	.06	.13	.25		.43	
	8.3b.Sp.Sa			.16	9.99		.25	
17. This activity is obviously unsupervised.	4.Sp.I	SA,AH,ID,DH,SD	9.99	9.99	9.99			9.99
	8.3b.Sp.I			9.99	9.99			9.99

Appendix G (Cont'd)

Episode VIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
18. When children this size jump on one another, there is danger of physical harm.	4.G.I	AH,SA,ID,DH,SD	9.99	.05		.33		.05
*19. When children play this way, it usually means they are not spending enough time in supervised games.	*5.G.I	ID AH,DH SA,SD	.54	.57		.55		.57
20 Behavior of this sort is a means whereby boys convey to girls their interest in them.	5.G.I	AH,SA,ID,DH,SD	.31	.38		.51		.38
21. Teachers should assume responsibility in instigating boy-girl relationships.	2.G.Sa	DH,SD,ID,AH,SA	.20	.17		.18	.21	
	8.1b.G.Sa			.22		.24	.30	
22. Playground discipline bears no relationship to classroom discipline.	4.G.I	SD,DH,ID,AH,SA	9.99	9.99		.05		9.99
	8.1b.G.I			9.99		9,99		9.99
23. Girls usually enjoy this sort of attention from boys.	5.G.I	AH,ID,SA,DH,SD	.27	.30		.35		.29
*24. The boy who kicked the girl probably has a "crush" on her.	*4.Sp.I	ID,AH,SA,DH,SD	.36	.33	.36			.32

Appendix G (Cont'd)

Episode VIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
25. Kicking is nearly always expressive of sadistic feelings.	4.G.I	DH,SD,ID,AH,SA	.20	.22		.23		.22
*26. The girl was probably too surprised and embarrassed when the boy kicked her to call for help.	*4.Sp.I	ID,DH,SD,AH,SA	.23	.32	.31			.38
27. When feelings of classmates are not being considered in play, it is time for the teacher to intervene.	2.G.Sa	SA,AH,ID,DH,SD	9.99	9.99		.02	.06	
	8.1c.G.Sa			9.99		9.99	9.99	
28. The boys seemed to be genuinely angry with the girl.	5.Sp.I	DH,SD,ID,AH,SA	.24	.25	.19			.26
29. Children should be allowed to work out these kinds of problems without supervision from the teacher.	4.G.I	AH,SA,ID,DH,SD	.27	.28		.38		.28
Episode IX								
1. The class as a whole seemed to be gaining little from listening to the girls read.	8.3b.Sp.I	SA,AH,ID,DH,SD	.03	.06	.07			.09

	Episode IX	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*2.	When a class is no longer paying attention, a teacher should change the activity.	*1.G.Sa	SA,AM,ID,DM,SD	.36	.39		.27	.40	
		*8.1a.G.Sa			.47		.42	.44	
3.	The fact that the class did not seem to be listening to them read was upsetting to the girls.	1.Sp.I	DM,SD,ID,AM,SA	.08	.15	.15			.12
4.	The children in the class apparently respect the teacher.	2.Sp.I	ID AM,DM SA,SD	.38	.40	.39			9.99
*5.	This teacher had good rapport with her class.	*2.Sp.I	ID AM,DM SA,SD	.59	.58	.60			.07
6.	Praise from a teacher is probably one of the most meaningful rewards to a child.	2.G.I	AM,ID,SA,DM,SD	.40	.46		.51		.02
		8.1b.G.I			.40		.43		.43
*7.	The inattention of the children to the reading probably made the teacher's praise sound rather hollow to the girls.	*1.Sp.I	ID AM,DM SA,SD	.42	.41	.44			.43
		*8.3b.Sp.I			.37	.36			.42
8.	The teacher probably should not have asked for a show of hands to see who had heard what had been read.	1.Sp.Sa	AM,SA,ID,DM,SD	9.99	.13	.16		.15	
		8.3b.Sp.Sa							

Appendix G (Cont'd)

Episode IX	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*9. The larger girl who was reading was a "show-off."	*1.Sp.I	ID AH,DH SA,SD	.42	.41	.40			.43
10. The smaller girl who was reading seemed to be frightened.	2.Sp.I	ID AH,DH SA,SD	.26	.30	.34			9.99
11. If an activity is intended for the benefit of an entire class, the teacher should insist that everyone pay attention.	1.G.Sa	AH,SA,ID,DH,SD	.16	.09		.12	.26	
	8.1b.G.Sa			.22		9.99	.22	
*12. Reading in front of a class builds self-confidence.	*8.1b.G.I	ID AH,DH SA,SD	.38	.41		.41		.38
13. The girl who kept looking up and smiling didn't seem to be as interested in her reading as she was in the reaction of the listeners.	1.Sp.I	ID AH,DH SA,SD	.50	.50	.54			.54
14. It is probably good for children to get used to coping with noise around them.	1.G.I	AH,ID,SA,DH,SD	.15	.14		.21		.16
	8.1b.G.I			.12		.28		.27
15. The smaller girl should have been asked to speak more loudly.	8.3c.Sp.Sa	DH,SD,ID,AH,SA	9.99	.10	.10		.12	

Appendix G (Cont'd)

Episode IX	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*16. This whole activity was probably a cover-up for lack of teacher preparation.	*8.2.Sp.I	ID AH,DH SA,SD	.61	.57	.26			.47
*17. This is a good way to give the children experience in speaking before a group.	*8.3b.Sp.Sa	DH,ID,SD,AH,SA	.25	.14	.27		.30	
18. The other children should have been required to remain in their seats during the reading lesson.	1.Sp.Sa 8.3b.Sp.Sa	AH,SA,ID,DH,SD	.05	.08 .07	.04 .06		.24 .13	
*19. The children who are reading seemed to feel confident in their reading ability.	*1.Sp.I	AH,ID,SA,DH,SD	.34	.39	.36			.35
*20. Reading aloud improves silent reading skill.	*8.1b.G.I	ID AH,DH SA,SD	.27	.57		.53		.54
*21. This is an undisciplined class.	*1.Sp.I *8.3b.Sp.I	ID AH,DH SA,SD	.53	.51 .57	.55 .57			.48 .53
22. The two girls did not seem to be taking their reading seriously.	1.Sp.I	DH,SD,ID,AH,SA	.25	.28	.26			.25

Appendix G (Cont'd)

Episode IX	Category Loading	Order of Response	Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*23. The teacher seemed to feel guilty about the lack of attention in the classroom.	*1.Sp.I	ID AH,DA SA,SD	.49	.46	.51			.47
	*8.2.Sp.I			.53	.51			.53
24. The teacher doesn't seem to be very interested in her class.	8.2.Sp.I	ID AH,DH SA,SD	.44	9.99	9.99			9.99
25. This routine does not productively utilize class time.	8.2.Sp.I	AH,SA,ID,DH,SD	9.99	9.99	9.99			9.99
26. The difference in physical stature of the two girls would suggest either that one is very bright or the other is very dull.	1.Sp.I	ID AH,DH SA,SD	.12	.16	.18			.19
*27. Most children enjoy listening to someone read.	*1.G.I	AH,SA,ID,DH,SD	.40	.39		.40		.36
28. Most children enjoy reading.	1.G.I	AH,ID,SA,DH,SD	.28	.33		.37		.29
29. Children who have a reading problem would be embarrassed by having to read in front of the class.	3.G.I	AH,SA,ID,DH,SD	.12	.24		0.00		.16
	8.1b.G.I			.13		.13		.14

Appendix G (Cont'd)

	Episode X	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
1.	Sandra is probably ill.	1.Sp.I	ID AH,DH SA,SD	.22	.38	.42			.42
2.	Participation in music should be on a voluntary basis.	1.G.Sa	DH,SD,ID,AH,SA	9.99	.01		.16	.23	
		8.1b.G.Sa			.01		.02	.07	
3.	Sandra seemed to be enjoying the music activity even though she was sitting quietly in her seat.	1.Sp.I	AH,ID,SA,DH,SD	.29	.33	.31			.34
*4.	The teacher seems more concerned about Sandra's non-participation than does Sandra.	*1.Sp.I	ID AH,DH SA,SD	.55	.47	.45			.43
		*8.3c.Sp.I			.57	.57			.61
5.	Sandra's non-participation is probably the result of some conflict at home.	1.Sp.I	ID AH,DH SA,SD	.19	.28	.30			.37
6.	Sandra probably comes from a family which does not enjoy music.	1.Sp.I	ID AH,DH SA,SD	.36	.43	.45			.49
7.	Affection is probably lacking in Sandra's home.	1.Sp.I	ID AH,DH SA,SD	.33	.40	.44			.50
8.	Sandra was probably waiting at her seat for the teacher to give her individual attention.	2.Sp.I	ID AH,DH SA,SD	.42	.38	.38			.02

Appendix G (Cont'd)

Episode X	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
9. Sandra obviously was not interested in the music activities.	1.Sp.Sa	DH,SD,ID,AH,SA	.20	.26	.24		.24	
	8.3d.Sp.Sa			.19	.20		.18	
10. Because this was a group activity, the teacher was wise in encouraging Sandra to participate.	1.Sp.I	AH,SA,ID,DH,SD	.15	.26	.23			.26
*11. It seemed that Sandra really wanted to join the activity.	*1.Sp.I	ID,AH,SA,DH,SD	.44	.48	.48			.45
12. Sandra shows signs of emotional maladjustment.	1.Sp.I	ID,AH,SA,DH,SD	.23	.35	.34			.43
13. The teacher appears to be sensitive to Sandra's feelings.	2.Sp.I	AH,SA,ID,DH,SD	.24	.24	.22			9.99
	8.2.Sp.I			.24	.22			.25
*14. Sandra probably joined the activity to please the teacher.	*1.Sp.I	ID AH,DH SA,SD	.47	.44	.46			.46
*15. Sandra probably does not have enough self confidence to join the music activity by herself.	*2.Sp.I	ID,AH,DH,SA,SD	.45	.48	.47			9.99

Appendix G (Cont'd)

Episode X	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
16. Pursuading Sandra to join the activity will probably make her dislike music.	1.Sp.I	DH,ID,SD,AH,SA	.30	.23	.30			.35
	8.3c.Sp.I			.22	.23			.27
17. It is unusual for a child to remain apart from music activity.	1.G.I	AH,SA,ID,DH,SD	9.99	.08		.41		.11
*18. It is likely that Sandra finds it hard to take part in any group activity.	*1.Sp.I	ID,AH,DH,SA,SD	.56	.54	.56			.57
19. Sandra seemed to be afraid to join the group.	1.Sp.I	AH,ID,SA,DH,SD	.37	.33	.33			.35
*20. Sandra is probably a nervous child.	*1.Sp.I	ID AH,DH SA,SD	.45	.48	.50			.51
*21. A child who doesn't join in group activities is usually insecure.	*1.G.I	ID,AH,DH,SA,SD	.55	.44		.27		.43
*22. The teacher should have let the child remain by herself instead of urging her to join the group.	*1.Sp.Sa	DH,SD,ID,AH,SA	.32	.36	.35		.44	
	*8.3c.Sp.Sa			.23	.24		.39	
23. The teacher's urging Sandra to participate increases the liklihood that she will hesitate in entering an activity like this next time.	1.Sp.I	DH,ID,SD,AH,SA	.28	.35	.34			.36
	8.3c.Sp.I			.25	.25			.35

Appendix G (Cont'd)

Episode X	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*24. The teacher should have ordered Sandra to join the group.	*1.Sp.Sa	DH,SD,ID,AH,SA	.29	.31	.28		.35	
	*8.3c.Sp.Sa			.46	.32		.42	
*25. Instead of urging Sandra to join the group the teacher should have given her something else to do.	*1.Sp.Sa	DH,SD,ID,AH,SA	.40	.38	.36		.30	
	*8.3c.Sp.Sa			.30	.43		.39	
26. The teacher should have had confidence in Sandra's own judgment as to what was best for her.	1.Sp.Sa	DH,SD,ID,AH,SA	.17	.14	.15		.34	
	8.3c.Sp.Sa			.26	.26		.30	
*27. Insisting that children participate in all activities leads to loss of individuality.	*1.G.Sa	ID,DH,SD,AH,SA	.39	.43		.52	.31	
	*8.1b.G.Sa			.43		.41	.35	
*28. A child should not be forced to enter a situation if his anxiety about it is great.	*1.G.Sa	AH,SA,ID,DH,SD	.19	.26		.43	.17	
	*8.1c.G.Sa			.43				
29. Forcing a child to enter an activity often results in resentment toward a teacher.	1.G.I	AH,SA,ID,DH,SD	.11	.24		.56		.23
	8.1c.G.I			.28		.32		.28
*30. Sandra's behavior is really a bid for attention.	*2.Sp.I	ID,DH,SD,AH,SA	.34	.38	.38			.05

Episode X	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*31. The music teacher should have been the one to encourage Sandra to take part in the singing.	*1Sp.Sa	DH,SD,ID,AH,SA	.21	.21	.22		.28	
	*8.3b.Sp.Sa			.41	.25		.27	
*32 Once Sandra joined the group she should have been given some extra attention.	*2.Sp.Sa	DH,ID,SD,AH,SA	.36	.42	.36		.56	
	*8.3c.Sp.Sa			.40	.40		.35	
33. The other children probably do not associate much with Sandra.	2.Sp.I	ID AH,DH SA,SD	.44	.44	.50			9.99
*34. Sandra probably does not care to be with other children.	*2.Sp.I	ID,DH,SD,AH,SA	.42	.46	.50			9.99
*35. Sandra is probably jealous of the other children.	*1.Sp.I	ID AH,DH SA,SD	.38	.48	.47			.56
36. The teacher handled the situation well.	1.Sp.Sa	AH,SA,ID,DH,SD	.12	.10	.06		.20	
	8.2.Sp.Sa			.19	.18			
37. It is unusual for a child of this age to behave in this way.	1.G.I	AH,SA,ID,DH,SD	.08	.14		.36		.13
*38. Sandra probably is preoccupied with problems at home.	*1.Sp.I	ID AH,DH SA,SD	.49	.44	.47			.52

Appendix G (Cont'd)

Episode XI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*1. The teacher should have shown more warmth and understanding for Lily.	*2.Sp.Sa	DH,SD,ID,AH,SA	.21	.22	.22			.33
	*8.3c.Sp.Sa			.31	.31			.29
*2. Crying like this is abnormal for a girl of this age.	*4.G.I	DH,SD,ID,AH,SA	.05	.22		.44		.24
*3. It is likely that Lily cries easily whenever she experiences uncertainty or frustration.	*4.Sp.I	ID,AH,SA,DH,SD	.40	.36	.41			.32
4. Lily's crying seems to be upsetting the other children in the room.	4.Sp.I	DH,SD,ID,AH,SA	.05	.18	.25			.18
*5. The teacher should have taken Lily from the room when she started crying.	*4.Sp.Sa	DH,SD,ID,AH,SA	.35	.46	.44		.43	
	*8.3c.Sp.Sa			.47	.32		.26	
*6. The teacher probably should not have spent so much time trying to console Lily.	*2.Sp.Sa	DH,ID,AH,SD,SA	.49	.41	.51		.50	
	*8.3c.Sp.Sa			.30	.51		.44	
*7. The teacher should have asked another child to be with Lily while she was crying.	*4.Sp.Sa	DH,ID,SD,AH,SA	.34	.35	.33		.33	
	*8.3c.Sp.Sa			.31	.31		.25	

Appendix G (Cont'd)

Episode XI	Category Loading	Order of Response	Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
8. Crying over an issue such as this is indicative of emotional disturbance.	4.G.I	AH,ID,SA,DH,SD	.05	.12		.19		.19
9. A crying child should be removed from a classroom immediately.	4.G.Sa	SD,DH,ID,AH,SA	9.99	9.99		9.99	9.99	
	8.1b.G.Sa			9.99		9.99	9.99	
*10. The teacher's behavior probably rewarded Lily's use of crying as a means of solving problems.	*4.Sp.I	ID,AH,DH,SA,SD	.53	.42	.48			.44
	*8.3c.Sp.I			.46	.46			.51
11. The teacher showed little real sympathy for Lily.	2.Sp.I	DH,SD,ID,AH,SA	.21	.29	.26			.08
	2.Sp.I			.25	.24			.26
12. The teacher should have pointed out to Lily that children her age are too old to cry.	4.Sp.Sa	SD,DH,ID,AH,SA	.06	9.99	.10		.11	
	8.3c.Sp.Sa			.06	.07		.10	
*13. The child's mother should be informed of this incident.	*4.Sp.Sa	ID,AH,DH,SA,SD	.36	.38	.42		.44	
	*8.3c.Sp.Sa			.32	.36		.31	
14. Children who cry in the classroom usually are not receiving enough attention from the teacher.	2.G.I	ID,DH,SD,AH,SA	.30	.30		.22		.09
	8.1b.G.I			.31		.27		.35

Appendix G (Cont'd)

Episode XI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*15. Anyone who cries readily in the 3rd grade must be immature.	*4.G.I	DH,SD,ID,AH,SA	.12	.38		.43		.32
16. One can tell by Lily's actions that she doesn't want the teacher holding her hand and putting her arm around her in front of her classmates.	4.Sp.I	DH,ID,SD,AH,SA	.38	.43	.43			.47
	8.3b.Sp.I			.37	.37			.44
*17. This teacher-child relationship is evidently warm and understanding.	*2.Sp.I	AH,ID,SA,DH,SD	.36	.44	.41			9.99
	*8.3c.Sp.I			.43	.43			.45
*18. The teacher probably embarrassed Lily by making such an issue of the incident.	*4.Sp.I	ID,DH,SD,AH,SA	.38	.54	.57			.54
	*8.3c.Sp.I			.35	.38			.44
19. The teacher probably should have excused the rest of the class standing in line and talked to Lily alone.	4.Sp.Sa	ID,DH,SD,AH,SA	.34	.36	.35		.50	
	8.3b.Sp.Sa			.40	.40		.41	
*20. Children who cry in the classroom are almost always unhappy children.	*4.G.I	ID AH,DH SA,SD	.40	.45		.31		.48
*21. It is usually the very intelligent, "high-strung" child who cries in class.	*4.G.I	DH,SD,ID,AH,SA	.20	.34		.39		

Episode XI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
22. Classmates almost always ridicule a child who cries.	2.G.I	SD,DH,ID,AH,SA	9.99	9.99		.08		9.99
23. Most children sympathize with a child who cries.	2.G.I	AH,SA,ID,DH,SD	.26	.29		.37		9.99
24. Girls cry in class more than boys.	4.G.I	AH,SA,ID,DH,SD	.14	.17		.19		.31
25. There is much less crying in class in the 3rd grade than in the 1st grade.	4.G.I	AH,SA,ID,DH,SD	.15	.23		.35		.15
26. A teacher should ignore a child who cries often.	2.G.Sa	DH,SD,ID,AH,SA	9.99	.13		.28	.32	
	8.1b.G.Sa			.44		.14	.30	
*27. Some physical contact is almost always necessary to quiet an upset child in the primary grades.	*2.G.I	DH,SD,ID,AH,SA	.37	.47		.45		9.99
	*8.1c.G.I			.37		.21		
28. A teacher should not come into close physical contact with a child in the primary grades.	2.G.Sa	DH,SD,ID,AH,SA	.43	.18		.32	.35	
	8.1b.G.Sa			.07		.10	.18	
*29. The other children in the classroom seemed to be more curious than sympathetic.	*4.Sp.I	ID AH,DH SA,SD	.41	.32	.38			.36

Appendix G (Cont'd)

Episode XI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*30. When a child is upset and crying, the teacher should give all her attention to that child.	*2.G.Sa	DH,ID,SD,AH,SA	.19	.27		.40	.37	
	*8.1c.G.Sa			.22		.22	.47	
*31. Lily seemed embarrassed because she cried before the class.	*4.Sp.I	ID AH,DH SA,SD	.37	.42	.43			.51
*32. When class resumes, it is likely that Lily will be quiet and withdrawn.	*1.Sp.I	ID AH,DH SA,SD	.46	.48	.48			.52
33. It is likely that Lily is an attention seeker.	2.Sp.I	ID AH,DH SA,SD	.46	.43	.46			9.99
*34. The fact that another child brought the problem to the teacher's attention indicates that the atmosphere of this classroom is warm and permissive.	*2.Sp.I	ID,AH,DH,SA,SD	.25	.35	.50			9.99
	*8.3b.Sp.I			.21	.21			.29
*35. Lily is probably crying out of embarrassment.	*4.Sp.I	ID,DH,SD,AH,SA	.45	.38	.50			.35
*36. The teacher should point out to Lily that she should not wipe her tears on her clothes.	*4.Sp.Sa	DH,SD,ID,AH,SA	.19	.32	.31		.41	
	*8.3c.Sp.Sa			.24	.22		.22	

Appendix G (Cont'd)

Episode XI	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
37. When the teacher held Lily's hand, it was probably comforting and reassuring to her.	2.Sp.I	ID,AH,SA,DH,SD	.24	.27	.14			9.99
	8.3c.Sp.I			.30	.30			.37
38. Parents often place children in embarrassing predicaments by forgetting to provide them with requested school funds.	4.G.I	AH,SA,ID,DH,SD	.13	.17		.47		.28
Episode XII								
1. These two boys are probably troublemakers.	5.Sp.I	DH,SD,ID,AH,SA	.27	.36	.29			.36
2. These two boys are unusually high-spirited.	5.Sp.I	DH,SD,ID,AH,SA	.21	.24	.34			.27
3. Both Phil and Joe are probably just "letting off steam."	5.Sp.I	AH,SA,ID,DH,SD	.05	.14	.07			.14
4. This is a good example of nothing more than "boys will be boys."	5.G.I	AH,SA,ID,DH,SD	.17	.31		.33		.32

Appendix G (Cont'd)

	Episode XII	Category Loading	Order of Response	Correlation Coefficients					
				Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*5.	The teacher probably was wise in not interfering with the boy's behavior.	*5.Sp.Sa	AH,ID,SA,DH,SD	.40	.45	.48		.49	
		*8.3c.Sp.Sa			.45	.45		.47	
6.	These boys are likely to fail academically in later grades.	5.Sp.I	ID,DH,SD,AH,SA	.33	.39	.44			.42
*7.	These two boys are probably too advanced intellectually for this class.	*5.Sp.I	ID AH,DH SA,SD	.28	.32	.37			.31
8.	Playing around is usually a direct outcome of limited direction in a classroom.	5.G.I	ID AH,DH SA,SD	.42	.44		.45		.43
		8.ob.G.I			.43		.48		
9.	It is not fair to the rest of the class to permit Phil and Joe to play during class time.	5.Sp.Sa	ID AH,DH SA,SD	.42	.45	.50		.51	
		8.3b.Sp.Sa			.49	.49		.22	
10.	These two boys should be soundly chastised before the class.	5.Sp.Sa	SD,DH,ID,AH,SA	.09	.07	.11		.25	
		8.3c.Sp.Sa			.09	.10			
*11.	The teacher apparently has no way of coping with this kind of behavior.	*5.Sp.I	ID,DH,SD,AH,SA	.53	.56	.47			.57
		*8.3c.Sp.Sa			.26	.30			

Episode XII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*12. The parents of these children should be informed of their behavior.	*5.Sp.Sa	ID AH,DH SA,SD	.36	.40	.40		.39	
	*8.3c.Sp.Sa			.26	.30			
*13. A teacher's method of discipline generally determines how children will behave in school.	*8.1b.G.I	AH,ID,SA,DH,SD	.25	.25		.26		.26
14. These boys are probably well on their way toward getting into trouble in the community.	5.Sp.I	DH,ID,SD,AH,SA	.13	.23	.27			.25
*15. Phil and Joe are disrupting the classroom.	*5.Sp.I	ID,DH,SD,AH,SA	.37	.37	.45			.37
*16. Phil and Joe's behavior warrants stern discipline.	*5.Sp.I	DH,SD,ID,AH,SA	.36	.39	.41			.34
17. Assuming a good friendship is developing here, the boys should not be separated even though their behavior may be disruptive to the class.	5.Sp.Sa	SD,DH,ID,AH,SA	9.99	9.99	9.99		9.99	
	8.3c.Sp.Sa			9.99	9.99			
18. The teacher should move the boys to two separate desks in order to curb this behavior.	5.Sp.Sa	DH,SD,ID,AH,SA	.31	.33	.33		.48	
	8.3c.Sp.Sa			.37	.38			

Appendix G (Cont'd)

Episode XII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*19. These boys probably lack constructive attention in their homes.	*5.Sp.I	ID AH,DH SA,SD	.36	.35	.38			.37
*20. The teacher did not seem to have adequate control over the classroom.	*8.2.Sp.I	ID,DH,SD,AH,SA	.39		.36			.35
21. Phil and Joe probably were seeking attention.	5.Sp.I	DH,SD,ID,AH,SA	.13	.21	.29			.22
22. This kind of behavior is more typical of boys than girls.	5.G.I	AH,SA,ID,DH,SD	.08	.17		.33		.17
23. If strict limits were in operation in the classroom, Phil and Joe would not have behaved as they did.	5.Sp.I	AH,ID,SA,DH,SD	.22	.13	.10			.14
24. Acting like this is typical for boys of this age.	5.G.I	AH,SA,ID,DH,SD	.13	.17		.32		.17
25. The boys seemed to be concerned about the consequences of their behavior.	5.Sp.I	AH,SA,ID,DH,SD	.35	.35	.33			.35
26. Phil and Joe probably have a lot of leadership potential.	5.Sp.I	ID AH,DH SA,SD	.26	.25	.36			.28

Appendix G (Cont'd)

Episode XII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
27. It is likely that these two boys habitually act this way in class.	5.Sp.I	AH,SA,ID,DH,SD	9.99	9.99	9.99			9.99
*28. When children act up in class, it usually means that they don't have enough to do.	*5.G.I	ID AH,DA SA,SD	.34	.42		.47		.42
*29. It is likely that these boys are relatively disciplined at home.	*5.Sp.I	DH,SD,ID,AH,SA	9.99	9.99	9.99			9.99
30. Phil and Joe are probably quite intelligent.	5.Sp.I	ID AH,DH SA,SD	.41	.33	.39			.35
31. These boys are likely to be trouble-makers throughout their school experience.	5.Sp.I	ID,DH,SD,AH,SA	.30	.26	.30			.27
32. These boys are likely to be popular amongst the boys but unpopular with the girls.	5.Sp.I	ID AH,DH SA,SD	.34	.31	.38			.31
33. Behavior of this sort tends to spread throughout a class.	5.G.I	AH,SA,ID,DH,SD	.07	.16		.29		.19
34. Behavior of this kind is usually highly disturbing to those who are trying to study.	5.G.I	ID,AH,SA,DH,SD	.34	.40		.34		.39

Appendix G (Cont'd)

Episode XII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*35. This kind of behavior usually reflects a good deal of hostility toward the teacher.	*5.G.I	DH,ID,SD,AH,SA	.36	.46		.50		.46
36. Children wouldn't behave this way if they respected their teacher.	5.G.I	DH,SD,ID,AH,SA	.33	.34		.33		.34
37. A good deal of anxiety is evident in these boys' behavior	5.Sp.I	DH,SD,ID,AH,SA	.05	.10	.10			.06
38. Children more often act up toward the end of the day than they do in the early part of it.	5.G.I	AH,SA,ID,DH,SD	.23	.28		.42		.30
39. Other children in the classroom seemed to disapprove of Phil and Joe's behavior.	5.Sp.I	ID AH,DH SA,SD	.37	.36	.32			.35
Episode XIII								
*1. It is generally unwise to allow children to sit on the bare floor.	*4.G.Sa	ID AH,DH SA,SD	.27	.31		.35	.24	

Appendix G (Cont'd)

Episode XIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*2. A teacher should become concerned when two children separate from the group.	*1.G.Sa	ID,DH,AH,SD,SA	.47	.47		.46	.38	
	*8.1c.G.Sa			.39		.40	.43	
*3. This behavior is far too intimate for a classroom situation.	*2.Sp.I	DH,SD,ID,AH,SA	.46	.54	.50			.23
4. Children at this age enjoy this kind of physical contact.	2.G.I	AH,SA,ID,DH,SD	.37	.44		.41		.09
5. Sally, who was playing with Anna's hair, probably has abnormal interests.	2.Sp.I	ID AH,DH SA,SD	.45	.40	.43			9.99
6. Both girls seem to be enjoying themselves.	2.Sp.I	AH,SA,ID,DH,SD	.23	.26	.25			.01
7. The teacher should have separated Sally and Anna.	2.Sp.Sa	SD,DH,ID,AH,SA	.03	.10	.16		.07	
	8.3c.Sp.Sa			.10	.13		.19	
8. Children of this age should be allowed to have as much physical contact as they wish.	2.G.Sa	DH,ID,SD,AH,SA	.10	.13		.27	.35	
	8.1b.G.Sa			.11		.12	.16	
9. These girls probably enjoy each other's company.	2.Sp.I	AH,SA,ID,DH,SD	.38	.35	.38			.17

Appendix G (Cont'd)

Episode XIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*10. Sally and Anna probably are more interested in friendship than they are in academic work.	*2.Sp.I	ID AH,DH SA,SD	.50	.46	.52			.03
11. Anna didn't seem to be enjoying this interaction.	2.Sp.I	DH,SD,ID,AH,SA	.20	.32	.30			9.99
12. This kind of interaction helps children develop good relationships with others in later grades.	2.G.I	ID,AH,SA,DH,SD	.36	.43		.40		.06
*13. Probably Sally is shown little affection at home.	*2.Sp.I	ID AH,DH SA,SD	.50	.51	.59			.04
*14. Sally probably has difficulty making friends.	*2.Sp.I	ID AH,DH SA,SD	.45	.52	.55			.05
*15. Sally is probably an insecure child.	*2.Sp.I	ID AH,DH SA,SD	.51	.53	.57			9.99
*16. It is common for girls of this age to seek closeness with other girls.	*2.G.I	AH,SA,ID,DH,SH	.55	.55		.42		.04
17. Physical contact between children should be discouraged.	2.G.Sa	DH,SD,ID,AH,SA	9.99	9.99		.13	.22	
	8.1b.G.Sa			.01		.02	.13	

Appendix G (Cont'd)

Episode XIII	Category Loading	Order of Response	Correlation Coefficients Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*18. Probably Sally is not well accepted by her classmates.	*2.Sp.I	ID AH,DH SA,SD	.41	.48	.48			.16
19. Children of this age usually are very interested in the possessions of another child.	2.G.I	AH,SA,ID,DH,SD	.41	.45		.45		.02
*20. Sally's interest in Anna's baret probably indicates that she does not have many possessions of her own at home.	*2.Sp.I	ID AH,DH SA,SD	.53	.47	.53			.07
*21 Sally probably has had a lot of experience caring for younger children.	*2.Sp.I	ID AH,DH SA,SD	.49	.49	.53			9.99
22. The teacher should have interested these children in another activity.	8.3c.Sp.Sa	SD,DH,ID,AH,SA	.13	.23	.23			
23. Anna seemed to want help in warding off Sally's attention.	2.Sp.I	DH,SD,ID,AH,SA	.03	.10	.07			9.99
24. This kind of behavior tends to attract other children to it.	2.G.I	DH,SD,ID,AH,SA	.11	.21		.30		.20

Appendix G (Cont'd)

Episode XIII	Category Loading	Order of Response	Correlation Coefficients					
			Total Test	Major Cat.	Spec.	Gen.	Sanct.	Interp.
*25. Both girls probably come from over-affectionate families.	*2.Sp.I	ID AH,DH SA,SD	.63	.57	.59			9.99
26. Children of this age generally are inhibited in scratching their bottoms when others are near.	2.G.I	DH,SD,ID,AH,SA	.10	.11		.26		0.00

Appendix H

The Classroom Orientation Test: Word Description Version

The purpose of this test is to assess the classroom orientation of teachers. In one respect it is quite different from other educational and psychological tests for it involves verbal descriptions of filmed episodes of actual behavior. In another respect it is similar to more traditional tests for it involves agreeing or disagreeing to items about the episodes of behavior described.

The test items are contained in this booklet. After reading an episode you are to respond to the items pertaining to that episode. Generally speaking, you are to indicate whether you agree or disagree with an item. Specifically, your response to each item will be made in terms of one of five categories:

SA	A	U
You are confident that the statement is true; only under rare circumstances would you take exception to it.	You believe that the statement is essentially true, though there may be clear-cut circumstances that would lead you to take exception to it.	You are uncertain whether the statement is true. Your uncertainty may be due to insufficient cues within the film, insufficient knowledge within the field, or something else that prevents you from choosing one of the other categories.

D	SD
You believe that the statement is essentially false, though there may be clear-cut circumstances that would lead you to accept it as true.	You are confident that the statement is false; only under rare circumstances would you be able to accept it as true.

Thus, if you clearly agree with a statement, and feel you would rarely take exception to it, you would select "SA" as your response. If you generally agree with a statement, but realize that there will be clear-cut exceptions to it, you would select "A" as your response. The reverse is true for indicating disagreement. If there is insufficient evidence presented in the description to make a judgment about an item, or if you feel that the knowledge available in the fields of human development, behavior and educational practice is insufficient to permit a judgment, you select "U" for your response.

Appendix H (Cont'd)

You are to indicate your response to each item by filling in the appropriate blank on the answer sheets provided. Do not write on the test booklet. ALSO, DO NOT READ THE ITEMS ABOUT THE EPISODE BEFORE READING THE EPISODE. Before reading a particular episode, however, be sure to read the introduction on the page that precedes the episode.

AFTER YOU HAVE CLARIFIED ANY QUESTIONS YOU MAY HAVE ABOUT THESE DIRECTIONS TURN TO THE NEXT PAGE AND READ THE INFORMATION PRESENTED THERE BEFORE TURNING TO THE FIRST EPISODE.

Episode I

Grade: III
Type of Activity: Class notebook assignment
Teacher: Giving assistance to various members of the class
Focus: John's behavior

John stands near the edge of a table at the front of the room. His hands rest casually on the top of the table as he talks with moderate enthusiasm to a classmate. The rest of the children in the room are seated, working in their notebooks. John turns from the table and walks a few paces toward the center of the room as though looking for something to do. Almost immediately the classmate to whom he spoke earlier joins him. They stand, heads together and backs to the teacher, conversing in a loud whisper. John's classmate holds a book and John, while talking, responds by looking down at the book and pointing to the page. Even though he directs his attention toward the book it is obvious that it is for the teacher's benefit and that the two are really discussing something quite removed from the book. After a short period of time John glances quickly around the classroom and again returns his attention to the conversation, maintaining the pretense of interest in the book as he leafs hurriedly through its pages. A feeling of mounting excitement seems to generate from the boys. Suddenly John glances toward the blackboard, then quickly returns to his seat. He immediately leans over and talks eagerly to the boy sitting next to him. John's movements are always quick and jerky and somehow give the impression of great and continuous expenditure of energy. As John finishes talking he turns in his chair directing his attention toward the board. While he watches he tips his chair upon its back legs away from the table, supports himself with one hand on the desk, and holds his pencil in his mouth with the other. In a preoccupied fashion he rocks back and forth on his chair and sucks on the end of his pencil. A boy near John looks about the room and the class as a whole seems to exhibit a good deal of restless movement. John relaxes his arm and lets the front legs of his chair drop to the floor. With a look of anticipation his interest shifts from the board to the table and across the room. With mouth open he draws his lips over his teeth. This tightens the skin under his nose, temporarily giving his face a rather grotesque expression. He then absentmindedly stares straight ahead. John then turns to the boy beside him and once more the two begin to talk. They lean close to a piece of paper in front of John as if plotting. John draws a line across the paper with a strong firm stroke. He quickly begins to write as his friend points to the paper and comments. John looks at him, his eyes brighten and he smiles broadly as though some delightful idea has come to him. Then as if turning the idea over in his mind he briefly glances off into the distance. Suddenly he snatches up an eraser and begins hurriedly removing the line from the paper. His movements are quick and exhuberant. The teacher writing at the blackboard, apparently calls for attention from the class and John focuses his attention on the board. The teacher turns her back to the class. Suddenly John stands and as though participating in a baseball game, with hands raised to shoulder height and torso twisted in preparation for batting a ball, takes a mighty swing at an imaginary ball. Just as abruptly he sits down and returns his attention to the teacher. The teacher seemed oblivious of the action. In response to a question from the teacher John raises his hand. Eagerly he snaps his whole arm to gain her attention. With his hand still raised he tips back in his chair and turns to command his buddies behind him to also raise their hands. (The teacher is assigning children to Christmas projects and John apparently wants certain children to participate in the one for which he volunteers.) Apparently in response to John's command his friend beside him as well as a boy behind him raise their hands. John's expression is one of apparent pleasure. He turns back toward the teacher who now is talking to a child across the room. All heads including John's turn in that direction. John watches but continues to frantically wave his arm. Eagerly he opens and closes his fist as though the extension of his fingers might make his plea more apparent. The teacher does not reply to his raised hand despite his exaggerated efforts to get her to do so.

END

1. John appears to be a mischievous child.

2. A child such as John is a bad influence on other children.

3. John seems to be a happy child.

4. John seems to be an anxious child.

5. John is a "show-off."

6. When a child shows off it generally means he is insecure.

7. The teacher should have disciplined John when he performed the "baseball swing."

8. A child like John should be strictly controlled.

Appendix H (Cont'd)

9. The teacher should channel John's energy into more constructive activities.

10. The teacher behaved appropriately when she ignored John's "acting up."

11. John's pretending to swing the bat was probably a bid for attention.

12. If the teacher would give John special attention in a one-to-one relationship, he probably would no longer act up.

13. John is probably not accepted by the teacher.

14. John is probably a bully.

15. John is probably bored.

16. If the teacher would give John more stimulating work, he would probably be a more compliant student.

17. John should be moved to a desk where the teacher can keep an eye on him.

18. Children who grimace are probably tense.

Episode II

Grade: I
Type of Activity: Shifting from reading period to working with scrapbook
Teacher: Involved with small group at the back of the room
Focus: On Chad and Cindy, seated on the floor at the side of the room

Cindy and Chad are seated alone on the floor at the edge of the room. Their backs are toward the class. Chad sits facing Cindy with his arms clasped around his knees. Cindy is seated with her legs folded under her. A large scrapbook is open on the floor in front of her. Chad talks to Cindy while he casually but carefully brushes glue on a piece of paper at his knee. He holds the paper with his right hand and brushes quickly with his left. Meanwhile he bends forward seemingly focusing on Cindy's face as he talks. Cindy absent-mindedly fingers the sole of her shoe as she listens intently to what Chad is saying. She occasionally acknowledges his remarks with a nod of her head or a gesture, but says nothing. There is an air of warmth between the two. While Chad continues talking Cindy waves her hand up and down as though to discourage some plan of Chad's regarding the work they are doing. Undaunted Chad talks on and while doing so places the piece of paper in the scrapbook. At this point another little girl approaches from the rear. With little ado she takes a hop-like jump over the scrapbook and settles down at the edge of the twosome. She is immediately followed by three other children who gather around. Everyone sits down around Chad and Cindy forming a semi-circle. The two continue to talk and paste uninterrupted. The other children take sheets of paper from magazines and begin to sort and cut them. In the interim Cindy slides slightly toward Chad and pats the floor at her side as though beckoning Chad to move closer. Chad complies by moving over toward Cindy. He then deliberately leans over, resting his head momentarily on Cindy's shoulder. Cindy immediately though slowly pulls back. Consequently Chad's head slides down her arm and as it does she uses her elbow to gently push him away. Chad sits up and in the same movement reaches to take her hand. Holding her hand in both of his he tries to open her hand, simultaneously turning her arm against the minimal resistance she offers. Cindy playfully refuses to have her hand opened. The other children seem not to notice them. Chad releases her hand and the two sit side-by-side, watching with considerable interest what the other children are doing. Cindy sits with her feet flat on the floor and her knees bent against her chest. She absent-mindedly pats the under part of her thighs with both hands. Chad and Cindy seemingly forget each other as they gradually become absorbed in watching the other children.

END

19. Cindy seemed to be enjoying the attention being paid her.

20. It is unusual for a first-grade boy to show such intimate expression toward a girl.

21. Chad probably enjoys being with girls more than he does with boys.

22. Children should not be allowed to sit on the bare floor.

23. Boy-girl friendships should be encouraged in the primary grades.

24. Girls should be taught not to "encourage" boys the way Cindy did.

25. It is usually unwise to allow close friends to sit near each other in a classroom.

26. The teacher should have supervised this interaction more closely.

27. Chad probably has difficulty developing relationships with other boys in class.

28. A teacher should never let pairs drift away from the rest of the group without close supervision.

29. These two children should have been separated immediately.

30. Both children should be encouraged to seek relationships with other children in the classroom.

Appendix H (Cont'd)

31. It probably was wise for the teacher to ignore Chad and Cindy.

32. The social development of Chad and Cindy is advanced for children of this age.

33. Cindy seems annoyed by Chad's behavior.

Episode III

Grade: II
Type of Activity: Discussion Period
Teacher : Leading discussion at the front of the room
Focus: On Connie

Connie is seated at her desk along with the entire class. She is holding a kleenex. It has been neatly folded in a rectangular shape and is loosely held against the straightened fingers by slight pressure from both her thumbs. Slowly she raises the kleenex and presses it against her lips to moisten it. Equally slowly she pulls it down over her chin. She glances briefly at the kleenex, then carefully raises it to her cheeks and begins to wipe her face. She pulls the kleenex slowly over her cheeks from eye level to chin in long firm strokes. She wipes both her cheeks in this manner, first one, then the other. When she reaches the lower ridge of her chin she hesitates, lifts the kleenex from her face momentarily, and then returns it. Methodically she pulls the kleenex down over her chin and down over the front of her throat. With elbows resting on the table she moves her head back from her hands. Simultaneously she drops her glance as though to inspect the kleenex for the results of her cleaning. Once more she raises the kleenex to her face and rubs carefully along her hair line on the right side of her face, then on the left. She holds her hands relatively in the same position as she shifts her head from one side to the other to accomplish the cleaning. She now carefully wipes the lids of her eyes and gives her nose several strokes. She slides the kleenex down over her mouth and with a flick of her tongue moistens the kleenex again. She returns the kleenex to her face and again wipes her cheek and closed eyelids as intently as before. She glances up with what seems to be a far-away expression on her face, but her attention does not stray from the task at hand. Apparently Connie is unaware of the rest of the activity in the classroom. She now wipes the bridge of her nose using several sharp pinching movements, still holding the kleenex with both hands. She briefly regards the kleenex and then lets her hands drop casually to the desk top as though disinterested in wiping her face any longer. She swishes the kleenex over the top of the desk, then presses hard on the kleenex as she makes a broad swing the full length of her arms across the top of her desk.

END

Appendix H (Cont'd)

34. This is an unhealthful habit.

35. This sort of behavior is likely to be disturbing to other children.

36. Spitting on one's kleenex and then wiping one's face with it is indicative of lower class health standards.

37. There probably is no reason for the teacher to interfere with Connie's behavior.

38. The teacher should have capitalized on this incident to teach the children something about proper social behavior.

39. If a child did this sort of thing often it would be wise to talk with her parents about it.

40. Allowing children to do things like this will lead to the development of bad habits.

41. Children should never be allowed to spit in the classroom, even into a handkerchief.

42. Connie seems to be an anxious child.

43. Ignoring the situation was probably the best way of handling it.

44. Connie must be overly concerned about having a dirty face.

45. If the teacher was aware of this behavior she should have put a stop to it.

Episode IV

Grade: III
Class Activity: Reading in small group
Teacher: Participating in small group at the front of the room
(Reading poem)
Focus: On reading group with teacher

Seven children are sitting around a large table. Mrs. Bow, their teacher, is seated at the corner of the table with Jane and John sitting on either side of her. The remaining children are all seated on the opposite side of the table. Mrs. Bow is trying to foster some enthusiasm about Christmas. She eagerly asks if they would like to hear a poem about the "Star of David." After a brief discussion about the poem she begins to read. Mary, who is seated at the far end of the row of children, has a book of her own from which she, from time to time, appears to be reading. The table is cluttered with workbooks and papers and there is a general air

Appendix H (Cont'd)

of inattention and lack of interest eminating from the group. Mrs. Bow continues to read. Two girls directly across from Mrs. Bow begin to look through the books in front of them. The two boys sitting together at the corner of the table stare absent-mindedly into space. John, the boy nearest Mrs. Bow, becomes distracted by something on the floor and bends over to investigate it. The rest of the children appear to be "half-heartedly" listening. As Mrs. Bow reads on, interest diminishes to a point of nothingness. Jane reaches forward and picks up a piece of paper from the table. There is apparently something written on it and she curiously examines it. Silently she moves her lips as if reading, holding the paper high in front of her. Jane then motions to the girl sitting across from her. She leans over otward the middle of the table in order to show the paper to her classmate. Not a single child, at this point, appears to be hearing what is being read. Mrs. Bow reads at a rapid clip, never raising her eyes to the children around her. Her tone is uninspired. John yawns a mighty yawn while another boy absently plays with his ear. Finally, Mrs. Bow finishes the poem. She looks up and addresses the group. She asks if anyone has run across a Christmas story in his book which he would like to read. Some of the children become much more alert at this suggestion and begin opening their books and leafing through the pages. Jane casually places the paper she has been examining on top of a pile of books. Mrs. Bow reaches out rather abruptly, picks up the books and the paper, and sets them off to one side. Two or three children volunteer to read stories they have found. John raises his hand and he and Mrs. Bow discuss the story he has chosen as he searches through his book for it. John begins to read and the group seems as uninvolved as before. Mrs. Bow casually glances about the room.

END

46. The children did not seem to be involved in the reading exercise.

47. When children are bored, it is likely that little directed learning will take place.

48. When a group fails to become involved, it is usually necessary for a teacher to change her technique or material.

49. The reading activity probably extended over too long a period of time to permit interest to be maintained.

50. This teacher did not seem to be interested in the reading group.

51. A teacher cannot expect to hold the children's attention long during a holiday season.

52. A poem generally is not interesting to both boys and girls.

53. At this age children tend to enjoy prose more than poetry.

54. The teacher's attention seemed to be directed to only a few children in the reading group.

55. When children do not pay attention one can be relatively sure that discipline is generally lacking in the classroom.

56. Experiences like this are probably a major cause of children disliking school when they are older.

57. This group of children was probably the slow learners.

Episode V

Grade: II
Type of Activity: Art work at desks
Teacher: Supervision of art work
Focus: Harry's and Dick's behavior

Harry and Dick are seated with several other children at a long table near the front of the room. The table is strewn with various kinds of work materials such as construction paper, crayons, glue, scissors, etc. Harry absently toys with a design cut out of paper. Dick slyly reaches over in front of Harry and takes a crayon from its box. He folds his fingers around it as though to conceal it from Harry. For a fleeting moment Harry, eyes downward, doesn't seem to notice. Suddenly, however, he reaches out and grabs Dick's hand. Simultaneously the two boys stand. Harry moves in close to Dick as though to get a better grip on him and the tussel is on. Just at this time the teacher walks by apparently not noticing the boys. The other children show no concern. Dick forces Harry back along the edge of the table, forcing him to bend further and further over backwards until he finally succumbs and drops the rest of the way to the floor. Dick goes down on top of him and the two boys roll and tumble on the floor behind the table for several minutes. Uninterrupted and apparently unnoticed by the rest of the class the boys continue the battle. At this point, however, the boy who is seated nearest the wrestling and who, up to now, has been oblivious to the wrestling, gets up and moves towards the two boys. He bends over and half-heartedly attempts to disentangle the two fighters. A second boy from the class approaches the wrestlers and assists in attempting to separate the two on the floor.

All the boys seem to be thoroughly enjoying themselves. No one is being hurt or even ruffled. Slowly more children become aware of the scuffle and an uneasiness seems to possess the class. The scuffle now attracts the attention of a third boy who hurries to the area, apparently out of curiosity more than anything else. He too becomes involved in the effort to separate the scufflers. Two other boys sitting at a table to the side of the room now turn to watch the fight. One of them rises as though to approach but receives an order from one of the boys on the floor to sit down. Crestfallen, he slips back into his place and with apparent disappointment returns to his work. The scuffle continues until suddenly the first boy who approached the scene is successful in pulling Harry away. The struggle terminates with the boys remaining as though fatigued in their positions on the floor.

END

58. Boys at this age enjoy body contact sports.

59. It is unwise to let some children have control over others.

60. It is usually the teacher's fault when things such as wrestling occur during class time.

61. Allowing children to solve their own differences is generally of greater value to them than having a teacher step in to settle them.

62. There are probably too few limits set in this classroom.

63. Wrestling should not be allowed any time or any place at school.

64. The teacher can best handle a scuffle by intervening as soon as it develops.

65. More classroom scuffles occur in fun than in anger.

66. The teacher should have separated these boys as soon as they started scuffling at the table.

67. Children should be encouraged to settle their differences somewhere other than in the classroom.

68. A situation like this should be handled by the principal.

69. It is likely that Harry and Dick have been enemies for a long time.

70. Harry and Dick are probably persistent trouble makers.

71. These boys probably have fathers who don't ever scuffle with them.

Appendix H (Cont'd)

Episode VI

Grade: I
Type of Activity: Variety of small group activities
Teacher: Introducing reading lesson to small group at the front of the room
Focus: On Alice and Sue

The teacher, Miss Kishimoto, sits facing a semi-circle of seven first-graders. It is reading time and Miss K. is starting the day's lesson. She leans forward and opens the lesson by quietly asking "Do you know what we are going to do today?" She repeats her question twice in quick succession. None of the children respond. Miss K. proceeds to answer her own question. The children are relatively quiet and seem only mildly interested in what she is saying. One child at the far end of the group plays with her head band and another pulls at a strand of her hair while she watches the teacher. Still another turns and looks behind the group. The rest of the children begin looking around paying little heed to Miss K.'s words, though seemingly waiting for the lesson to begin. Children are coming and going around the reading group but little attention is paid them. Miss K. scans her small group as she continues to talk. The sound of her voice is pleasant and her facial expression is warm and friendly. As she talks, Alice, near the center of the row, leans far forward letting her long blond hair fall over the crown of her head. Alice repeats this routine and almost instantly, Sue, at the end of the row, joins in the bending-hair-tossing behavior. A boy sitting between the two girls leans over once and back up, half curious--half testing, apparently to see what the sensation is like. He seems tempted to do it again but hesitates. He instead makes anticipatory movements with his head and torso as though he would join the girls, but does not. He follows their movements with his eyes as Alice and Sue toss their hair in unison. Though their movements are gross, obvious ones, the teacher apparently chooses to ignore them. The other children in the group also seem oblivious of what Alice and Sue are doing. Miss K. goes on with the lesson directing her attention to the rest of the children; and the hair tossing continues. Suddenly, Alice sits bolt upright and turns her attention to the side of the room. She pulls at a strand of her hair. An instant later Sue also comes to an upright position. Sue turns and looks toward Alice. The children outside the reading group continue to walk freely about the room. Miss K. continues with the lesson as though nothing had happened.

E N D

72. When a teacher fails to gain children's interest behavior such as this is likely to occur.

73. Children who are inattentive while the teacher is talking probably have little respect for her.

Appendix H (Cont'd)

74. The hair tossing was probably one of the ways in which these girls respond to boredom.

75. If the teacher had introduced the lesson in an interesting way, the two girls probably would have behaved differently.

76. The teacher should have punished these girls for their behavior.

77. In time, this entire group would likely fail to pay attention to this teacher.

78. Inattention in the classroom in grade one will breed poor study habits in later grades.

79. This teacher proabably works better with boys than she does with girls.

80. Alice must be a child who is very aware of her physical self.

81. If teachers ignore this sort of behavior it soon stops.

82. These two girls probably were seeking attention.

83. The teacher seemed annoyed by Alice and Sue's behavior

84. The teacher was wise in not drawing attention to these girls.

85. This teacher probably has difficulty gaining the children's attention on many occasions.

86. When children are not interested in what is being taught the activity should be changed.

87. Behavior such as this is nearly always distracting to other children.

88. The teacher did not seem very interested in teaching reading.

Episode VII

Grade: II
Class Activity: Writing individual Christmas stories
Teacher: Supervising story writing
Focus: Ann'e behavior

Ann is seated at a table with children on either side of her and across from her. The teacher has asked the class to write a Christmas story from their own imagination. Anne sits quietly looking about her. She glances down at the sheet of paper before her on the table. As she looks about she holds her pencil against her cheek, then to her lips momentarily. The other children set right to work on the assignment but Anne hesitates a moment longer. Then she glances fleetingly at the paper of the girl sitting on her left. She abruptly writes something on her own paper. As she does she puts her left arm all the way across her paper and leans over close to it in a concealing fashion. In the interim, a boy across the table reaches out and snatches at Anne's closed hand. She reacts by sharply pulling her hand back and then as if giving it further thought extends her arm toward the boy and drops an eraser on the table directly in front of him. Anne does all this without once raising her eyes from her paper. Anne writes a few more words then lifts her head and for a moment looks off into space in a somewhat perplexed manner. She touches her pencil to her lips, then hurriedly writes down another word or two. With an expression of uncertainty Anne looks up and raises her hand as if soliciting help from the teacher. The teacher walks by and Anne's gaze follows her. Her upraised hand goes unnoticed. Anne then watches the boy across from her get up and walk across the room. Slowly she lowers her arm. Again she chances a somewhat long look at her neighbor's paper. She then leans forward, rests her forehead against her hand in a pose of intense concentration and writes for several seconds. Suddenly Anne raises her head. She looks at her neighbor's paper intently, then leans over and without saying anything points directly to a particular word on the paper. Anne's gesture goes unacknowledged. Anne raises her hand and slowly rubs her eye, at first with her fingers, then with the whole palm of her hand. With increased discomfort she returns to her own paper and makes another attempt at writing. With pencil poised as if to write she peers once more at the neighbor's paper. This time her neighbor is turned in a position which interferes with Anne's view of the paper. In order to see, Anne raises up out of her own chair and extends herself up over the girl's shoulder and arm. By bouncing up and extending her view in this way Anne manages to get several glimpses at her neighbor's work. After a final look at her neighbor's paper Anne sits down, picks up an eraser and diligently begins erasing her entire efforts. The boy on her right attempts to borrow the eraser from Anne but she is so absorbed in her erasing that she seems completely unaware of him.

END

89. Anne is probably slower at doing her work than are her classmates.

90. Anne is probably an unhappy child.

91. Anne is undoubtedly unable to work on her own.

92. Children who are allowed to copy are often teacher's pets.

93. This child probably is lacking in independence.

94. Looking on another child's paper in the second grade is a form of behavior which should cause little concern to teachers.

95. Copying tends to become a habit.

96. Teachers can nearly always tell when a child has cheated.

97. A teacher should punish the child who lets someone copy from his work.

98. Anne probably never has a chance to do things for herself at home.

99. Anne probably has little opportunity for creative expression at home.

100. When a child cheats it is usually a sign that the lesson has not been understood.

101. The whole class is likely to begin cheating if Anne is not stopped.

Episode VIII

Grade: II
Class Activity: Listening to (Xmas) story
Teacher: Reading to whole class
Focus: Tom, Dick, and Harry passing a beanie between them

The teacher is seated facing a group of children who are seated in some semblance of a semi-circle around her. Some are seated in chairs, some at tables and still others on the tops of their tables. Most in the group appear to be interested in the story and several are responding freely to comments made by the teacher. The atmosphere of the room is one of relaxation.

Four boys, Tom, Dick, Harry and Bill, are seated at the edge of the group. Harry and Bill are seated on desk tops while Tom and Dick are seated lower and somewhat forward on chairs. Tom and Dick appear to be absorbed in the story the teacher is reading, but Harry is not and has somehow obtained a Girl Scout beanie from a girl standing near him. The girl seems bent on listening to the story and remains undisturbed by Harry's having her beanie. Bill points repeatedly toward Tom's head. At this point Dick, looking over his shoulder at Harry, notices the beanie for the first time. He puts his hand to his mouth as though to stifle a chuckle, and motions with his finger to Harry to put the beanie down on his head. This touches off a fast sequence of the beanie being plunked first on one boy's head then on another's. Tom plunks it on Dick's first. He immediately reaches up and transfers it to Harry's. Harry leans over, beanie on head, as though to whisper something to Tom and Dick, but while he is in this position Bill swipes the beanie from Harry's head and transfers it back to Tom's. Tom, more slowly now, passes it to Dick's head and an element of disinterest begins to show itself. Dick reaches up and removes the beanie from his own head and without looking around at Harry, hands the beanie to him. The interest of both Tom and Dick has been pulled back to the reading which is still in progress. Harry, half-heartedly, raises the beanie to his own head using both hands as though suddenly the game had become an effort. He leans over and comments briefly to Bill, who is seemingly the only one who has not lost all interest in the beanie. Bill, without warning, reaches up and takes the beanie off Harry's head and places it on the desk at Harry's side. Harry nudges Bill with his shoulder, abruptly picks up the beanie and puts it back on. Bill's attention has been recaptured by the story. Harry looks around only to discover that apparently no one is interested in pursuing the game any longer. He glances around once more and then he too attends to the story being read.

END

102. It was wise for the teacher to ignore the boys passing the beanie.

103. The teacher probably ignored Tom, Dick, and Harry because she didn't know how to handle the situation.

104. These boys are probably habitual trouble makers.

105. The teacher should have taken the beanie away from the boys.

106. The teacher should have stopped reading until the boys stopped fooling around.

107. This teacher had little rapport with her class.

108. If these boys continually act up at story time, they should be excluded from the reading group.

109. This teacher is probably more successful relating to a single child than she is to a group.

110. This teacher is probably unable to command the attention of the class.

111. The teacher did not have control of her class.

112. The teacher should have separated these boys as soon as they began playing with the beanie.

113. The teacher was upset by the behavior of the boys.

Appendix H (Cont'd)

114. The teacher didn't seem to be aware that the boys were playing.

115. If a teacher doesn't stop behavior of this sort when it first appears it will almost always get out of hand.

116. If a girl had been sitting between these boys the beanie passing probably would never have started.

Episode IX

Grade: I
Class Activity: Music period
Teacher: Directing music activity
Focus: On entire class

The entire class of approximately 25 children are seated on the floor in front of the piano. They appear to be crowded into the space between the piano in front and the desks behind them. At any rate the children have little room in which to move. The music teacher is seated at the piano on a chair facing the group. She directs the singing lesson in a rather informal manner. She has a pleasant singing voice and is leading the singing. The children are singing and acting out a song called "Keep Moving." Following the teacher they sing: "One finger, one thumb, one hand, two hands, one arm, two arms keeping moving.....," etc. As they mention the various limbs and their parts, the children identify each by extending it upward into the air as they sing. Great excitment and laughter pervade throughout the group and there appears to be a mass of waving arms, hands, and legs. Some children are following the instructions of the song perfectly while others are having difficulty and still others are merely sitting watching, or are commenting to a neighbor. The boys in the group seem to be more active, especially when it comes to lifting the legs up in the air. The girls, except for one or two, do not attempt this.

As the activity goes on, the pitch of excitement grows and the laughter and singing become more boisterous and fast-paced. The teacher goes through the motions with the children, moving her arms and legs from where she sits at the bench. She raises her voice and asks them to repeat the last few lines again. With arms raised, preparatory to making the down beat, she signals for their attention. Together they sing ".....and we'll all be happy and gay." These words pretty well describe the atmosphere of the lesson.

The teacher now tells them that this time they should extend both feet up in the air at the same time. The children respond to this by cheering loudly and clapping their hands excitedly. Many of the children try to get both feet in the air at once and keep them there. One little boy near the piano who hasn't participated much says with pronounced disappointment, "I can't do it!" The teacher casually responds by saying, "Sure you can--everybody can." Without further ado she turns her attention to the group and begins the song again. Gales of laughter go up as many of the children lose their balance and roll onto their backs. One boy, at the front of the group, succeeds in raising his feet in the air, but because he is balancing himself on his elbows--in a hand-on-hip fashion--he is unable to swing both his arms and feet at the same time. Several children are watching closely, but make no attempt to imitate his actions. A girl at the far edge of the group slides away as if to remove herself from the activity. Another girl at the back of the group tries to raise her feet in the air and still hold her skirt down. Unsuccessful, she lets her feet drop and settles for watching the others. The teacher does not try to persuade any of them to keep trying; she instead directs her attention to the boys seated in the center of the group. Finally, one boy at the edge of the group, where there is sufficient room, lies flat on his back and manages to raise both feet and arms in the air at once. He swings them in a circular but uncoordinated fashion. The teacher continues with the song.

END

117. This type of music activity is too childish for first-grade children.

118. Music teachers are usually more creative than regular classroom teachers.

119. Such a high-pitched activity makes subsequent class work difficult.

120. It is likely that someone will get hurt in this kind of activity.

121. These children will probably be too tired after this activity to work hard at regular studies.

122. This activity has little musical value.

123. The teacher seemed to have control of the class.

124. The girls who were in dresses probably were embarrassed when they had to put their feet in the air.

125. Modesty is usually of little concern to children of this age.

126. When the children cheered their approval of the song, the teacher should have explained to them that they cannot be so loud in the classroom.

127. This was a good activity to use in getting everyone involved.

128. Girls in the first grade should not be asked to kick their legs in the air.

Appendix H (Cont'd)

129. This kind of activity seems to favor the more active child.

130. Music in the classroom should be more formal.

131. The lack of order in the situation probably prevented the children from getting full benefit.

132. This is a good activity in which to get an inhibited child involved with the group.

133. Much of the behavior in this situation should not have been permitted in the classroom.

134. This teacher is skillful in presenting music activities.

135. This is a good example of combining the release of physical energy with enjoyment of music.

136. This is a good way to develop rhythm.

137. Children enjoy activities of this kind even if they cannot perform them adequately.

138. Children this age get a good deal of pleasure from repetitive activities.

Episode X

Grade: I
Class Activity: Free art period
Teacher: Supervision of art work
Focus: Buddy's behavior

The teacher, Miss Wells, is standing with Buddy near one of the work tables. She is hanging onto Buddy's wrist with one hand and laboriously supports the weight of a chair in the air with the other. Dragging both Buddy and chair, she makes her way to the edge of the room. Buddy clutches at her hand trying to release her grip. Slowly she places the chair against the wall and without ever letting go of Buddy she shifts her grip to his shoulder, turns him around, and backs him into the chair. Buddy somewhat unwillingly complies to the firm suggestion that he be seated by dropping heavily into the chair.

He allows his body to go limp, which has the effect of letting him slide forward in his chair and almost off of it. The teacher places a hand firmly under either of his arms and lifts him back onto the chair. Buddy appears to relax every muscle as he allows himself to fall limply into the chair. His head rolls loosely on his shoulders as he slumps, once more sliding forward to the edge of the chair. The whole process is repeated. Miss Wells, apparently determined to keep him on the chair, bends forward, places her hands on his thighs and applies some pressure. She bends close to talk to him. Her tone is calm but firm. Buddy looks beyond her as though not hearing a word. Miss Wells says a few more quiet words, adjusts him in his chair once more, and then moves off to the work table some five feet beyond Buddy. Before leaving she pleasantly "chucks" him under the chin. As in slow motion, Buddy moves his legs and shifts in his chair so that he is now facing the table. Miss Wells has her back to him. He smiles mischievously toward the group, pulls one knee up against his chest and fiddles with his shoe lace.

The teacher, carrying a painting, walks past Buddy to the opposite side of the room. Buddy raises his eyes and glances casually at her once or twice. He continues to smile as he pulls himself forward to the chair edge as though he might get up. Then he opens his mouth broadly and pulls a somewhat grotesque face at no one in particular. He rocks back on his chair.

Buddy suddenly gets up and walks a few paces toward the back of the room. Miss Wells hurriedly approaches him. She bends to talk with him. Buddy half turns away from her. At this point, Miss Wells reaches out with hands covered by paint and takes hold of Buddy. In order to avoid getting paint on him she grips him firmly with the backs of her hands and guides him back into his chair. Buddy offers little or no resistance this time. He sits down and for a moment remains still. Shortly, however, he leans forward and slowly rolls off the chair onto the floor. In the interim Miss Wells has backed off from Buddy, turned her attention to the art class, and left Buddy to himself. Buddy looks on from his curled-up position on the floor.

Several minutes pass before Miss Wells once more turns her attention to Buddy. She bends over and bodily lifts him off the floor. As calmly and firmly as before she places him back on his chair. Standing behind him, holding onto his shoulders, she leans over and remarks to him briefly. Her attention shifts back to the class. Meanwhile, Buddy leans forward, puts his face in his hands and proceeds to indulge in mock crying behavior. His shoulders heave with apparent "emotion" as he presses his finger tips against his closed eyes. A child or two wander up to the teacher eliciting comments on their work. Hands on knees, Buddy doubles completely over from the waist and rests his face against his hands.

END

Appendix H (Cont'd)

139. The teacher seemed to be extremely angry with Buddy.

140. It is likely that this child has little discipline at home.

141. This is a good example of a child testing limits.

142. Buddy seemed to be making fun of the teacher.

143. Something is seriously wrong emotionally with a child when he rolls on the floor the way Buddy did.

144. Buddy is probably retarded intellectually.

145. It is likely that Buddy will always be a trouble maker.

146. It is likely that Buddy will never finish school.

147. Buddy is probably a persistent "show off" in class.

148. Buddy probably has had too much rigid discipline at home.

149. The teacher should not have been so concerned about Buddy's behavior.

150. Buddy is probably an unhappy child.

1'. Buddy will probably always have problems with authority.

2'. The behavior of the teacher indicates that she understood Buddy's feelings.

3'. Buddy probably is an habitual resistor.

4'. Buddy is simply seeking attention from the teacher.

5'. Buddy is probably a spoiled, self-centered child.

Episode XI

Grade: III
Type of Activity: Library reading period
Teacher: Assisting in book selection
Focus: On teacher's behavior

The teacher, Mrs. Dale, is standing at the side of the room near the book shelves talking to several children as they select and leaf through some books. Ruthie walks across the room and addresses the teacher. Mrs. Dale leans down to Ruthie's eye level and devotes her full attention to the child's question. Two other children who apparently have questions about their books advance to them, forming a semi-circle around the teacher. As one of the girls asks a question of the teacher Ruthie begins moving from one foot to the other in an excited manner, simultaneously raising and lowering her hand.

As if in response to a suggestion from the teacher all of the children leave, save Ruthie and one boy, who linger on at the book shelves for a few moments. Ruthie bends down at the shelves to examine a book near the teacher who is at this point returning a book to the shelf. Mrs. Dale lays one hand gently on Ruthie's head as Ruthie continues to examine the books. She glances expectantly at Mrs. Dale from time to time. Then, seemingly in one movement, the teacher leans over near Ruthie, encircles her shoulder with her arm, briefly glances around the room and then lightly plants a kiss on Ruthie's forehead.

Ruthie smiles and stands for a moment longer by Mrs. Dale as she looks at the book she has chosen. Then, as though satisfied, she returns to her seat. Moments later Mrs. Dale approaches Ruthie's desk and takes a chair beside her. Another child is seated across the table from them. The teacher places her arm along the back of Ruthie's chair as she looks out over the classroom. She glances at Ruthie and then away as if something across the room had caught her attention. Ruthie immediately asks a question of the teacher, reclaiming her attention. Mrs. Dale again bends close and gently encircles Ruthie with her arm. She pats Ruthie's shoulder.

The class period ends and as the children line up to leave the room Mrs. Dale, standing at the door, briefly says goodby to each of them. The line moves forward, bringing Ruthie abreast of the teacher. She stops and chats for several seconds. Mrs. Dale responds warmly with a few words and as the line moves on she fleetingly lays her hand on Ruthie's shoulder and kisses her ever so briefly on the forehead. Ruthie disappears through the doorway.

6'. Ruthie is probably a spoiled child.

7'. Ruthie probably finds it difficult to relate to other children.

8'. The other children do not seem to be particularly affected by the teacher's behavior toward Ruthie.

9'. This teacher is probably meeting Ruthie's needs adequately.

10'. Ruthie's parents and the teacher are probably good friends socially.

11'. This teacher is neglecting her responsibility to the rest of the class.

12'. This teacher probably has had much experience with problem children.

13'. Ruthie probably feels much closer to her mother than she does her father.

14'. Ruthie is probably the teacher's favorite pupil.

15'. The teacher probably was only trying to encourage Ruthie's interest in books.

16'. Ruthie is a typical attention seeker.

17'. The teacher probably encourages dependency in Ruthie by her behavior.

18'. The teacher was wise in giving Ruthie a good deal of support.

19'. The other children probably do not like Ruthie.

20'. Probably the teacher behaves as she does toward Ruthie out of pity.

21'. Ruthie seems to be an unhappy child.

22'. Physical contact between teacher and child is inappropriate at the grade three level.

23'. This child probably comes from an emotionally deprived home.

24'. Children who lack affection at home will always seek affection.

25'. Behavior like this on the part of the teacher tends to encourage hostility toward herself on the part of other children.

Episode XII

Grade: II
Class Activity: Woodworking activity
Teacher: Supervising
Focus: Children around woodworking table.

Four or five boys and one girl are gathered around a work table and are about to begin work on Christmas plaques for their parents. The table is covered with pieces of plywood. There is also a box of decorations on the table. Judy is standing beside the table holding, in vertical position, a triangular piece of wood with her right hand. She grasps an adult-sized saw with her left. She lifts the saw up to the wood in a rather awkward manner and looks around with some uncertainty. Slowly she begins moving the saw back and forth. It wobbles in her hand having little effect on the wood. The teacher walks by, but apparently does not notice Judy's struggle. The task seemingly becomes more challenging to Judy and she grips both the wood and saw with greater determination. She attempts to support the wood against her stomach, but as she moves it is as though

Appendix H (Cont'd)

the weight of the saw pulls the plywood off the table, almost to the floor. For an instant Judy holds both wood and saw in mid-air attempting to do the job without supporting the wood on the table. The other children are busy working. One boy watches intently as Judy struggles unsuccessfully. Judy returns the plywood to the table. Laying it flat she draws the saw aimlessly over the surface. The boy next to her has become quite absorbed in her efforts, but makes no attempt to help her. Finally, as though accepting that she has failed in her attempt, she lays the saw and wood down on the work table. For a few seconds she stares across the room and then walks off in that direction. Kenny and Mark walk over to the table and Kenny picks up the saw which Judy has recently abandoned. Cooperatively the boys begin sawing a piece of wood in half. Kenny saws, holding his left hand firmly against the part of wood which is supported on the table. With his right hand holding the saw, he saws in short, sure strokes. Mark stands facing Kenny and supports the wood on either side of the saw, his arms slightly extended, his feet a bit apart and his hips bent in a way which allows the greatest distance possible between him and the moving saw. With little time and effort the boys saw the board in two and move on to decorate their plaques.

The next child to use the saw is Rickie. He supports his piece of wood by putting it on the table and kneeling on top of it with the end to be cut off extended out over the edge of the table. Kneeling in this way he supports and saws with vigor and skill, using his left hand. While Rickie saws on the table Pete is working on the floor directly under and to the back of him, both unaware of how close to Pete's head Rickie's saw actually comes. Several times Pete raises his head within a fraction of the saw's blade, still oblivious to its nearness. Just as Rickie gives his final, vigorous stroke with the saw Pete raises his head sharply and the crown of his head comes within a hair's breath of the teeth of the saw.

END

26'. When children are working with tools, they should be divided into groups on the basis of their skill.

27'. Boys develop motor coordination earlier than girls.

28'. Woodworking should not be started until at least the fifth grade.

29'. Working with tools of this sort probably has little meaning for children of this age.

30'. These children are too young to realize the danger involved in working with carpentry tools.

31'. In general girls of this age have less manual skill than boys.

32'. Judy should have been given special instruction on how to use the saw adequately.

33'. Our society makes it unacceptable for women to know how to handle tools well.

34'. In our society girls and boys this age should not be separated on the basis of sex-appropriate activities.

35'. It is expected that boys have greater muscular strength than girls the same age.

36'. Most mothers would be upset if they knew their children had access to such hazardous equipment.

37'. It is difficult for a teacher to know what is a hazardous and non-hazardous activity.

Episode XIII

Grade: III
Type of Activity: Reading before the class
Teacher: Sitting in back of room
Focus: Whole class

A group of twelve children are lined up against the blackboard for a "shared-reading" period. Each pair of children have identical books in order that they might share in reading a story to the class. The children move to the center of the blackboard in pairs. When one pair finishes their story they return to their respective seats and the next pair in line begins to read. On the average the children read from seven to ten minutes. In the interim those who have not read are presumably expected to remain quietly in line waiting their turn. The first two in line are boys, who seemingly are the largest in their class. The shorter of the two is reading and stands leaning against the blackboard with one foot crossed over the other. As he reads his partner looks over his shoulder as if following word-by-word. Apparently, suddenly realizing there is not enough room for all twelve children to stand along the remainder of the blackboard, he now nudges the reader with a swing of his hip. His partner continues reading, but complies to the nudge by edging himself down along the blackboard. By the time the second boy begins to read the children farther down the line grow restless. A little girl standing next in line rocks back and forth from her heels to her toes in a somewhat anticipatory manner. She stretches and tries to look over the reader's arm to follow his reading. The rest of the children in line pay no heed to the reading. Some look out the window, others giggle; most of the children twist and shift restlessly. An air of boredom and disinterest permeates the room. The teacher, seated at the side of the room, seems to show little interest in, or concern with, the readers or the class as a whole. The remainder of the class is seated at tables in front of the reading group. Many seem engrossed in their own books and appear to take little notice of the ongoing

Appendix H (Cont'd)

reading. Some get up from time to time and wander around the room. One boy stands, holds his book in one hand and stretches his arms over his head to their full length. Dreamily he places the book behind his head, yawns and stretches, capturing in essence the lack of involvement expressed by the whole class.

END

38'. This procedure seemed to create anxiety in the children.

39'. The teacher probably uses this technique as a way of minimizing the amount of attention she must give the class.

40'. The teacher could insure greater attention on the part of the onlooking children if she asked questions based on the presented material.

41'. When a teacher does not express interest in the work the children are doing, they too will lose interest.

42'. Children who are prone to act up in class could certainly take advantage of such a class procedure.

43'. It is unreasonable to expect the children who have already read to listen quietly while the others take their turn.

44'. Only good readers should be asked to read before the group.

45'. It is important for a child to feel that the rest of the class is interested in his reading.

46'. Only one child should be before the group at a time.

47'. The atmosphere of the classroom was too distracting for the reading to be beneficial.

48'. It did not seem as though the teacher had any definite plan for the group.

49'. Third graders learn more in small reading groups than in large ones.

50'. Readers should be separated into groups according to their reading.

51'. This type of activity helps children overcome fear of reading before a group.

52'. The children standing in line waiting for a turn to read seemed bored.

53'. The children who were waiting to read didn't seem to care about what was happening.

Appendix I

The Classroom Orientation Test: Film Version

The purpose of this test is to assess the classroom orientation of teachers. In one respect it is quite different from other educational and psychological tests for it is built around filmed episodes of actual classroom behavior. In another respect it is similar to more traditional tests for it involves agreeing or disagreeing to items about the episode of behavior observed.

The test items are contained in this booklet. After observing an episode of behavior you are to respond to the items pertaining to that episode. Generally speaking, you are to indicate whether you agree or disagree with an item. Specifically, your response to each item will be made in terms of one of five categories:

SA	A	U
You are confident that the statement is true; only under rare circumstances would you take exception to it.	You believe that the statement is essentially true, though there may be clear-cut circumstances that would lead you to take exception to it.	You are uncertain whether the statement is true. Your uncertainty may be due to insufficient cues within the film, insufficient knowledge within the field, or something else that prevents you from choosing one of the other categories.

D	SD
You believe that the statement is essentially false, though there may be clear-cut circumstances that would lead you to accept it as true.	You are confident that the statement is false; only under rare circumstances would you be able to accept it as true.

Thus, if you clearly agree with a statement, and feel you would rarely take exception to it, you would select "SA" as your response. If you generally agree with a statement, but realize that there will be clear-cut exceptions to it, you would select "A" as your response. The reverse is true for indicating disagreement. If there is insufficient evidence presented in the description to make a judgment about an item, or if you feel that the knowledge available in the fields of human development, behavior and educational practice is insufficient to permit a judgment, you select "U" for your response.

Appendix I (Cont'd)

You are to indicate your response to each item by filling in the appropriate blank on the answer sheets provided. Do not write on the test booklet. ALSO, DO NOT READ THE ITEMS ABOUT THE EPISODE BEFORE READING THE EPISODE. Before reading a particular episode, however, be sure to read the introduction on the page that precedes the episode.

AFTER YOU HAVE CLARIFIED ANY QUESTIONS YOU MAY HAVE ABOUT THESE DIRECTIONS TURN TO THE NEXT PAGE AND READ THE INFORMATION PRESENTED THERE BEFORE TURNING TO THE FIRST EPISODE.

Episode I

Grade: III
Class Activity: Reading Contest - the first child who reads the title correctly gets the book
Teacher: Presenting the library books
Focus: The reading group

1. Books such as "Hop-Along Cassidy" are inappropriate for use in public schools.

2. Requiring the children to be able to read the titles before they receive the book is a good teaching technique.

3. This technique allows children to learn to take turns.

4. The teacher probably should insist that the entire class take part in this exercise.

5. A situation like this may create anxiety in children.

6. Children who didn't get a book seemed to show no resentment toward those who did.

7. Competition between children seems to dominate this situation.

8. The children the teacher ignored were probably the good readers.

9. All the children participating seem to be enjoying this activity.

10. The teacher exhibited a good deal of interest in each child.

11. This is a good method for obtaining student enthusiasm and interest.

12. Better control of the students should have been exercised.

13. The degree of competition involved in this situation is not conducive to healthy social adjustment among peers.

Appendix I (Cont'd)

14. The teacher has a good working relationship with these children.

15. This technique probably discourages poor readers from participating.

16. The children who avoided the group activity should have been encouraged to participate.

17. The group seems to be functioning smoothly.

18. This is an effective way to distribute a large number of books in a short period of time.

19. Allowing children to respond freely in this way often leads to a group feeling of enthusiasm.

20. Little or no learning is likely to come from this experience.

21. This teacher probably has discipline problems with her class.

22. This technique precipitated conditions which are not conducive to good learning habits.

Episode II

Grade: II
Class Activity: Varied - deskwork followed by small group reading
Teacher: Supervision of deskwork and group reading
Focus: On teacher behavior

23. The teacher's behavior in this instance probably was representative of her usual behavior.

24. The teacher probably feels unsure of her ability to cope with children.

25. In the reading group the teacher should have insisted that the girl beside her sit with the rest of the group.

26. Children are likely to take advantage of a teacher if they sense an inability to cope with the class.

27. Physically forcing a child to pay attention will eventually gain his respect.

28. Probably this teacher does not like children.

29. Despite her manner, this teacher seemed to be liked by the children.

Appendix I (Cont'd)

30. The teacher's behavior interfered with communication from the children.

31. The limits set by this teacher were probably valuable in teaching the children self-discipline.

32. Children will learn much more in a controlled atmosphere than in a permissive one.

33. The behavior of this teacher is apt to curb the natural curiosity in children.

34. This teacher would likely be less strict with older children.

Episode III

Grade: I
Class Activity: Musical pantomime
Teacher: Playing piano at the side of the room
Focus: Entire class

35. Using music to control class behavior is likely to lead to a dislike of music.

36. The ways children express themselves to music are a reflection of differences in personality.

37. Children who dislike music in elementary school will probably continue to dislike it.

38. All the children should have been encouraged to participate in the music activity.

39. The teacher had adequate control of the group during the music experience.

40. Music activities for children this age should be more structured.

41. The girl who is writing at her seat during the dancing episode is probably an unhappy child.

42. This teacher probably ignores children who do not participate.

43. Musical exercise contributes to muscular development and coordination.

44. The teacher should have had the children choose partners to provide them with social experience.

Appendix I (Cont'd)

45. All children need not be expected to enjoy music activities.

46. The girl at the table probably had a very acceptable reason for not participating.

Episode IV

Grade: I
Class Activity: Physical exercise
Teacher: Leading the exercises
Focus: Freddie, the boy at the table

47. The teacher should have made Freddie take his feet off the girl's chair.

48. Freddie probably dislikes the girl who was sitting in the chair in front of him.

49. The girl should have asked the teacher to help her free her chair.

50. There was no need for the teacher to interfere in the situation involving the two children.

51. If Freddie continues bothering the girl, he should be moved.

52. It is likely that at home Freddie is never made to do anything he doesn't want to.

53. The teacher should have made more of an effort to get Freddie involved in the activity.

54. A parent-teacher conference should be held regarding this boy's behavior.

55. Freddie is probably below average in I.Q.

56. It is likely that Freddie is experimenting with "out of bounds" behavior.

57. Freddie seems to enjoy teasing others.

58. The teacher should separate any two children in conflict.

59. Freddie's parents are undoubtedly too strict with him.

60. Freddie is likely to have future psychiatric problems.

61. Freddie seemed to be sleepy.

Appendix I (Cont'd)

62. It is probably characteristic of Freddie to physically resist any situation which does not interest him.

63. Freddie probably does not feel he is part of the group.

64. Freddie probably is a problem child.

65. The teacher handled this situation very poorly.

66. Freddie appears to be a friendly fellow who is simply having a "bad" day.

67. Freddie should have been punished for refusing to participate.

Episode V

Grade: I
Class Activity: Individual choice of activity - painting, modeling clay, weighing objects, etc.
Teacher: Supervising individual activities
Focus: Group at the scales: the teacher has indicated that only two children may use the scales at once.

68. When only one scale has to be shared by so many children one can expect a situation like this to occur.

69. Children usually break rulse when they are frustrated.

70. The teacher probably did not explain or demonstrate the consequence of overloading the scale.

71. The teacher should have removed the scales when the children broke the rules.

72. The interaction amongst the children seemed to be one of chaos and confusion.

73. From this sample of behavior one might assume that this teacher's room was usually confused and uncontrolled.

74. This should be a lesson to the teacher to never again trust these children to obey rules.

75. Some of the children seemed to be purposefully destructive.

76. The teacher should have put a stop to this silly behavior.

77. It is worthwhile for the children to find out from experience what the scale will withstand.

Appendix I (Cont'd)

78. Breaking rules shows a definite disrespect for a teacher's wishes.

79. Probably it was the teacher's casual attitude that precipitated the childrens' taking advantage of the situation.

Episode VI

Grade: II
Class Activity: Science period
Teacher: Supervising class
Focus: Charles and Eric (the smaller boy) scuffling.

80. Charles is probably a bully.

81. The teacher should have taken Charles aside and talked with him about treating others with kindness and respect.

82. After the scuffle the teacher should have made the two boys work separately.

83. Eric is likely to "carry a grudge" against Charles.

84. After a scuffle of this sort children will not usually remain with one another as these two did.

85. It is unusual for a scuffle to blend into another activity as simply as this one did.

86. Because of the nature and length of the scuffle the teacher was justified in staying out of it.

87. The teacher should have separated the boys immediately.

88. There is no need for the teacher to make an issue out of minor incidents.

89. A good technique to use in preventing recurrent scuffles between these two is to thoroughly chastise them for being childish.

90. Charles is probably an only child.

91. Charles probably always gets his way at home.

92. It is likely that neither Charles nor Eric have learned to cooperate.

Appendix I (Cont'd)

Episode VII

Grade: I
Class Activity: Two groups - arithmetic and grammar
Teacher: Conducting grammar lesson
Focus: On grammar group

93. Children feel free to disregard a teacher who rarely enforces limits.

94. When children sense that a teacher is uncomfortable in a teaching situation learning is likely to be impaired.

95. Most teachers would find the child's singing, "Balls, balls, balls" humorous.

96. Only a child who is undisciplined at home would sing out loud in a group like this.

97. The girl singing probably has some emotional problems.

98. Apparently the children have little respect for this teacher.

99. A teacher who is considerate of childrens' feelings is generally shown respect by pupils.

100. The girl singing should have been asked to save her song until music time.

101. The child who was singing seemed to understand the distinction between singular and plural nouns.

102. The teacher seemed to be overdoing a simple lesson.

103. The teacher appears to have confidence in her teaching ability.

104. The child who is singing probably has been given special priviledges before by the teacher.

Episode VIII

Grade: II
Class Activity: Recess
Teacher: Absent
Focus: General

105. Assuming a teacher to be present, she should have stopped this behavior until the boys learned to respect the girls.

106. It is generally not acceptable for girls to scuffle with the boys like this at school.

107. It is obvious from their behavior that these boys have not been taught to respect girls.

108. The boys probably dislike the girl they are ganging up against.

109. Scuffling of this sort is not any more acceptable on the playground than it is in the classroom.

110. The girl who is being pushed should have complained to the teacher.

111. The girl seemed to enjoy the rough play.

112. Had a teacher been present she should have kept the boys from being so rough with the girls.

113. When children play this way, it usually means they are not spending enough time in supervised games.

114. The boy who kicked the girl probably has a "crush" on her.

115. The girl was probably too surprised and embarrassed when the boy kicked her to call for help.

Episode IX

Grade: III
Class Activity: Listening to students reading aloud before the class.
Teacher: At the side of the room.
Focus: On the class general

116. When a class is no longer paying attention, a teacher should change the activity.

117. This teacher had good rapport with her class.

118. The inattention of the children to the reading probably made the teacher's praise sound rather hollow to the girls.

119. The larger girl who was reading was a "show-off."

120. Reading in front of a class builds self-confidence.

121. This whole activity was probably a cover-up for lack of teacher preparation.

122. This is a good way to give the children experience in speaking before a group.

Appendix I (Cont'd)

123. The children who are reading seemed to feel confident in their reading ability.

124. Reading aloud improves silent reading skill.

125. This is an undisciplined class.

126. The teacher seemed to feel guilty about the lack of attention in the classroom.

127. Most children enjoy listening to someone read.

Episode X

Grade: II
Class Activity: Music period with a visiting music teacher
Teacher: Observing
Focus: Sandra at the table

128. The teacher seems more concerned about Sandra's non-participation than does Sandra.

129. It seemed that Sandra really wanted to join the activity.

130. Sandra probably joined the activity to please the teacher.

131. Sandra probably does not have enough self-confidence to join the music activity by herself.

132. It is likely that Sandra finds it hard to take part in any group activity.

133. Sandra is probably a nervous child.

134. A child who doesn't join in group activities is usually insecure.

135. The teacher should have let the child remain by herself instead of urging her to join the group.

136. The teacher should have ordered Sandra to join the group.

137. Instead of urging Sandra to join the group the teacher should have given her something else to do.

138. Insisting that children participate in all activities leads to loss of individuality.

139. A child should not be forced to enter a situation if his anxiety about it is great.

Appendix I (Cont'd)

140. Sandra's behavior is really a bid for attention.

141. The music teacher should have been the one to encourage Sandra to take part in the singing.

142. Once Sandra joined the group she should have been given some extra attention.

143. Sandra probably does not care to be with other children.

144. Sandra is probably jealous of the other children.

145. Sandra probably is preoccupied with problems at home.

Episode XI

Grade: III
Class Activity: Receiving milk and lunch tickets
Teacher: Handing out milk tickets
Focus: On Lily, a girl who has misplaced her milk ticket.

146. The teacher should have shown more warmth and understanding for Lily.

147. Crying like this is abnormal for a girl of this age.

148. It is likely that Lily cries easily whenever she experiences uncertainty or frustration.

149. The teacher should have taken Lily from the room when she started crying.

150. The teacher probably should not have spent so much time trying to console Lily.

1'. The teacher should have asked another child to be with Lily while she was crying.

2'. The teacher's behavior probably rewarded Lily's use of crying as a means of solving problems.

3'. The child's mother should be informed of this incident.

4'. Anyone who cries readily in the third grade must be immature.

5'. This teacher-child relationship is evidently warm and understanding.

6'. The teacher probably embarrassed Lily by making such an issue of the incident.

Appendix I (Cont'd)

7'. Children who cry in the classroom are almost always unhappy children.

8'. It is usually the very intelligent, "high-strung" child who cries in class.

9'. Some physical contact is almost always necessary to quiet an upset child in the primary grades.

10'. The other children in the classroom seemed to be more curious than sympathetic.

11'. When a child is upset and crying, the teacher should give all her attention to that child.

12'. Lily seemed embarrassed because she cried before the class.

13'. When class resumes, it is likely that Lily will be quiet and withdrawn.

14'. The fact that another child brought the problem to the teacher's attention indicates that the atmosphere of this classroom is warm and permissive.

15'. Lily is probably crying out of embarrassment.

16'. The teacher should point out to Lily that she should not wipe her tears on her clothes.

17'. When the teacher held Lily's hand, it was probably comforting and reassuring to her.

Episode XII

Grade: III
Class Activity: Taking turns to wash for lunch
Teacher: At the back of the room
Focus: On Phil and Joe, the two boys at the table

18'. The teacher probably was wise in not interfering with the boys' behavior.

19'. These two boys are probably too advanced intellectually for this class.

20'. The teacher apparently has no way of coping with this kind of behavior.

Appendix I (Cont'd)

21'. The parents of these children should be informed of their behavior.

22'. A teacher's method of discipline generally determines how children will behave in school.

23'. Phil and Joe are disrupting the classroom.

24'. Phil and Joe's behavior warrants stern discipline.

25'. These boys probably lack constructive attention in their homes.

26'. The teacher did not seem to have adequate control over the classroom.

27'. When children act up in class, it usually means that they don't have enough to do.

28'. Behavior of this kind is usually highly disturbing to those who are trying to study.

29'. This kind of behavior usually reflects a good deal of hostility toward the teacher.

Episode XIII

Grade: I
Class Activity: Congregating for story time
Teacher: Waiting for class to come together
Focus: Sally (the girl on the left) and Anna on the floor.

30'. It is generally unwise to allow children to sit on the bare floor.

31'. A teacher should become concerned when two children separate from the group.

32'. This behavior is far too intimate for a classroom situation.

33'. Sally and Anna probably are more interested in friendship than they are in academic work.

34'. Probably Sally is shown little affection at home.

35'. Sally probably has difficulty making friends.

36'. Sally is probably an insecure child.

Appendix I (Cont'd)

37'. It is common for girls of this age to seek closeness with other girls.

38'. Probably Sally is not well accepted by her classmates.

39'. Sally's interest in Anna's barret probably indicates that she does not have many possessions of her own at home.

40'. Sally probably has had a lot of experience caring for younger children.

41'. Both girls probably come from over-affectionate families.

Appendix J

Introductory Comments on the Sound Track of Orientation Film For the Simulation Test

You are already somewhat familiar with the children you are to see in the simulator through reading their cumulative records. Before proceeding with the actual classroom simulation, however, we would like you to see these children on film.

You remember good natured Bobby. He is repeating second grade and is having difficulty applying himself.

This is Walt. He is of superior ability; he finishes his assignments quickly, and often has time on his hands.

This is Jeannie. She is generally a cooperative child, but sometimes appears to be non-cooperative because she is self-conscious and shy.

This is energetic Don, whose average intelligence is masked by general immaturity.

This is Sam. Recall that he is a popular boy who doesn't find second grade work particularly challenging. He seldom completes what he begins.

This is Beth on the right. She is a bright, robust child, but often feels that the teacher expects too much of her.

Oscar is the blond boy on the left. He is a boy who is often thought to be mischievious and attention seeking.

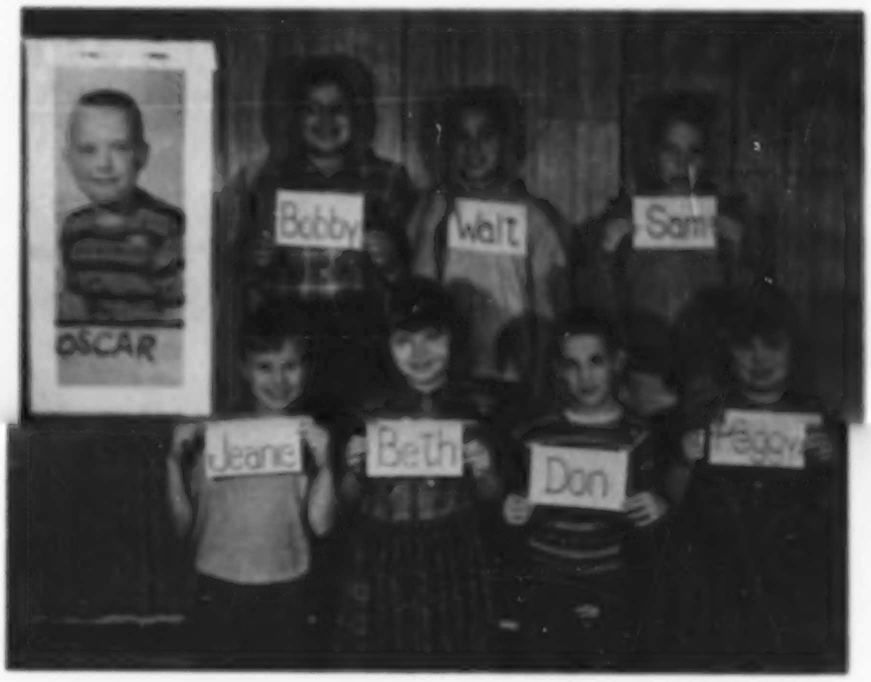
Here is Peggy. She is somewhat reserved, and participates only when requested to do so.

Appendix K

Material in Cumulative Folder Accompanying The Simulation Test

The following pages provide background information and episode introductions on individual pupils from the Grade II class that you will view in the Simulation "test."

Included also is a group picture which identifies the individual children. Would you please familiarize yourself with contents of the folder to a degree that will allow you to match the individual pictures and backgrounds and which will also allow you to identify the children when they appear on the screen.



Appendix K (Cont'd)

Bobby

Bobby is a nine-year-old second-grader who was unable to attend school in the latter part of the year because of illness, and is for this reason repeating second grade. He is big for his age and as might be expected under the circumstances he is bigger than most of his classmates.

With regard to intelligence Bobby scores at the lower end of the average range. At this time his academic performance is somewhat weak and it often seems as though he has become discouraged and does not try as hard as he might to achieve.

Generally speaking Bobby is a good-natured cooperative child. He gets along well with the rest of the children and is accepted by them.

It would seem he does not very often get involved in his class work but frequently pursues interests separate from the rest of the group.

Bobby's behavior is the focus of Episode II and Episode VI.

EPISODE II

The reading lesson has begun and you as the teacher have requested Bobby to read the first paragraph aloud.

EPISODE VI

It is a few minutes before lunch time. You are waiting for the class to settle down before dismissing them. The focus is on Bobby who has been warned once already not to blow his whistle in the classroom.

Jeanie

Jeanie is in most respects a rather typical second-grader. She is seven years old, of average build and is a likable child. She exhibits average ability and achievement in her school work and is well liked by her classmates. She cooperates fully in group projects of all sorts though she seldom, if ever, assumes a "leader" role. There is an air of self-consciousness in her behavior and at times she is downright shy. Jeanie limits her close contacts to one or two children in her class with whom she seems to be outgoing and jovial.

Jeanie's behavior is the focus of Episode III.

EPISODE III

You are still working with the same reading group and it is now Jeanie's turn to read. The class has been instructed to listen carefully to what Jeanie says in order to answer questions about the story.

Appendix K (Cont'd)

Walt

Walt is a very bright eight-year-old who displays high achievement in many areas. He exhibits superior ability, particularly with mechanical devices. In the classroom he is popular among his peers. He also tends to easily win the teacher's favor and affection because of his superior ability and congenial attitude. Since he is a capable student, he usually finishes assignments quickly, and consequently often has time on his hands.

Walt's behavior is the focus of Episode IV.

EPISODE IV

This is arithmetic period. You are in the process of explaining a problem revolving around "time." The focus is on Walt who is fingering his friend's watch.

Beth

Beth is approaching her eighth birthday and is physically larger and more vigorous than her classmates. She has above average ability but tends to demonstrate relatively poor achievement because of a lack of interest in academic work. She is a very active child, who is somewhat boisterous and frequently "rough" in her interaction with the other children. It is perhaps for this reason that she gets along better with boys than with girls. The children in her grade are fairly accepting of Beth and will go along with her assumed leadership, up to a point.

Beth often comes into conflict with the teacher in that she seems to feel that the teacher demands too much of her.

Beth's behavior is the focus of Episode V.

EPISODE V

It is mid-morning and time for recitation. The children have been told they must learn a poem and recite it for the class. You have called on Beth to recite. She has just complained that she does not want "to be first."

Sam

Sam, a bright seven-year-old, is not challenged by his schoolwork. He is easily distracted from the task at hand. Because of his tendency to "steal the show," Sam is not especially liked by some of his classmates. However, on the playground, because of his unique and clever ideas, Sam enjoys wide popularity among his peers.

Appendix K (Cont'd)

He has a tendency to not pursue assigned tasks to completion. This often brings him into direct conflict with the teacher.

Sam's behavior is the focus of Episode VII

EPISODE VII

The children have returned from lunch and are acting out the song, "Four and Twenty Blackbirds," before beginning afternoon seat work. The visiting music teacher is conducting the singing, but in this classroom, you as the regular teacher have full responsibility for the class. The focus is on Sam who has been given the key blackbird role.

Don

Don is a seven-year-old who, due to his being both physically and emotionally immature, gives the impression of being younger. His average intelligence is masked by immature behavior. This general immaturity coupled with a high energy level seem frequently to cause other children to avoid or rebuff him. Moreover, Don and his only close friend are often labled "silly" by their peers. In general, the teacher spends a good deal of time coping with Don's immaturity.

Don's behavior is the focus of Episode VIII.

EPISODE VIII

This is the same music class and you have encouraged "free expression" on the part of the children. (The visiting music teacher is conducting the singing.) The focus is on Don who continues to repeat the actions from the song on which the episode opens.

Peggy

Peggy is an eight-year-old child of low-average intelligence. She tends to generally under-achieve but responds well to encouragement. In relation to the teacher and other children, she is somewhat reserved and seldom initiates interaction. Her participation in class is limited to instances when she is requested to do so. Peggy does not have any particularly close friends, but gets along well with everybody.

Peggy's behavior is the focus in Episode IX.

EPISODE IX

This is "show-and-tell" period. You have asked the children to draw a picture and when they are finished to explain it to you and the class. The focus is on Peggy who is the last child to present her picture.

Appendix K (Cont'd)

Oscar

Oscar is a seven-year-old who is average in I.Q. and achievement. He is often a distracting influence in the class and is frequently described by his classmates as "a smart Alec." He has a small following of friends among the boys. In his more sober moments Oscar actually seems to be a lonely fellow who wants people to like him. Much of his behavior can be viewed as unsuccessful attention-seeking. It is not uncommon for him to use "illness" to draw others to him.

Oscar's behavior is the focus of Episode X.

EPISODE X

The class has been assembled for afternoon reading. There has been an epidemic of mumps in the community and one of the children went home at noon with a sore throat. The focus here is on Oscar who has been asked to read.

Appendix L

Instructions for the Simulation Test

"The Simulation Test is composed of motion pictures of childrens' behavior. It is an effort to simulate real-life situations as they occur naturally; that's the reason for the name 'simulator.' This film you are about to see, which I will refer to from now on as the simulator, is of a single classroom of second-graders. It is comprised of a variety of short filmed episodes, one or two minutes in length, involving some aspect of classroom activity. The activities portrayed are a sampling of a complete day."

"You will be enacting the role of a student teacher with complete responsibility for the class. I want you to respond at any time during the episode, at any point which you feel is appropriate or is required according to your judgment, regardless of whether or not the episode is finished. As you know, some situations require an immediate response to change some behavior, to answer questions, or to instruct the children in activities, while other situations may not require any response at all. This is to say that 'not responding' is sometimes as adequate a response as anything else you might do. The decision rests with you."

"Each of you have received a stop watch. Let me explain its use to you. At the beginning of each new episode you will start the stop watch when I say 'begin' and then at the point which you decide to respond or react in some way, you stop the watch by pressing down on the stem. (The administrator demonstrates this movement.) This is your signal to go ahead and write down your response. I'll remind you after each episode to record your time. The time at which you respond is quite important from our viewpoint since some situations require immediate attention while others need to run their course, so to speak. At the end of each episode I will remind you to record your time on your answer sheet and to reset your watch in preparation for the next episode."

and to reset your watch in preparation for the next episode."

"An important thing to understand is this: I want you to try and forget about all the other people in the room and when you decide you want to respond to the ongoing situation on the film just go ahead and click your stop watch and begin writing your response—regardless of whether or not your neighbor has begun to write. Try not to look again at the film once you have clicked your watch and begun to write. There is no 'right' time for responding—this is strictly an individual matter."

"Try to respond as freely and as naturally as possible. Respond as if this were a real classroom and you were the teacher. It is important that you try to react as though you were actually in the classroom portrayed in this film, and in direct contact with the children."

"Now one more thing—you will notice on your answer booklets (Please refer to Appendix M where a sample response appears) that there are 4 questions to be answered for each episode. (At this point the administrator reads the questions). You may begin answering these questions as soon as you have finished writing your original response to the episode."

Appendix M

Example of a Response to One Episode Of the Simulation Test

Demonstration Model

Answer Sheet

____

Time____________________

RESPONSE:

"Children, I asked you to choose a story to read. If we don't get started, you know, we can"t have our music break and I can't start your story 'till you settle down and choose one—now, can I?"

QUESTIONS

1. Why did you choose to respond at the particular time you did?

"The children were becoming noisy and I believed they would not be ready with their story when I got to them."

2. Why did you say what you said, or do what you did?

"I thought that I should repeat what I asked them to do in case by chance they did not understand my instructions or had forgotten that they were to have a story chosen. I reminded them of the music break to motivate them because the children love music so. I also wanted them to realize the relationship between their doing what I like them to do and my doing what they like me to do."

3. What did you expect to achieve, if anything, by the response you made?

"I expected that with this brief reminder the children would settle down and get at the task at hand."

4. What is YOUR impression of this child?

(Answered only when the episode focused on a single child)

Appendix N

Demonstration Used for Orientating Subjects To the Simulation Test

"Now to let you see how this works, Mr.______________, a colleague, will demonstrate the procedure, taking the role you will take as a teacher."

"Note that Mr._____________ has the picture in front of him. You may refer to the picture you have when taking the test, but please do not use the rest of the material from your folder during the test."

"Stop watch ready? Now remember, I will tell you to begin."

"It is early in the morning. You have divided the class into small groups and instructed them to choose a story for the reading lesson. The focus is on one of the groups at the side of the room who have not followed your instructions."

"Begin." (At this point the administrator started the film episode and Mr._______________responded, demonstrating the proper use of the stop watch.)

"Mr.______________ will you please read your responses to the episode and to the four questions?"

Appendix O

Episode Settings for the Simulation Test

EPISODE I

It is early in the morning. You have divided the class into small groups and instructed them to choose a story for the reading lesson. The focus is on one of the groups at the side of the room who have not followed your instructions.

EPISODE II

The reading lesson has begun and you as the teacher have requested Bobby to read the first pargraph aloud.

EPISODE III

You are still working with the same reading group and it is now Jeanie's turn to read. The class has been instructed to listen carefully to what Jeanie says in order to answer questions about the story.

EPISODE IV

This is arithmetic period. You are in the process of explaining a problem revolving around "time." The focus is on Walt who is fingering his friend's watch.

EPISODE V

It is mid-morning and time for recitation. The children have been told they must learn a poem and recite it for the class. You have called on Beth to recite. She has just complained that she does not want "to be first."

EPISODE VI

It is a few minutes before lunch time. You are waiting for the class to settle down before dismissing them. The focus is on Bobby who has been warned once already not to blow his whistle in the classroom.

Appendix O (Cont'd)

EPISODE VII

The children have returned from lunch and are acting out the song, "Four and 20 Blackbirds," before beginning afternoon seat work. The visiting music teacher is conducting the singing, but in this classroom, you as the regular teacher have full responsibility for the class. The focus is on Sam who has been given the key blackbird role.

EPISODE VIII

This is the same music class and you have encouraged "free expression" on the part of the children. (The visiting music teacher is conducting the singing.) The focus is on Don who continues to repeat the actions from the song on which the episode opens.

EPISODE IX

This is "show-and-tell" period. You have asked the children to draw a picture and when they are finished to explain it to you and the class. The focus is on Peggy who is the last child to present her picture.

EPISODE X

The class has been assembled for afternoon reading. There has been an epidemic of mumps in the community and one of the children went home at noon with a sore throat. The focus here is on Oscar who has been asked to read.

EPISODE XI

There are 15 minutes left in the science period. The children have been working in their science workbooks for 20 minutes. Your supervising teachers are observing from the back of the room. The focus is on the entire class.

EPISODE XII

It is the end of the day. You have asked the class to quietly return their desks to their usual places and prepare to go home. The focus is on the entire group.

Appendix P

Criteria for Judging Adequacy of Response
To the Simulation Test

Episode I

Bobby Reading

Response Necessity: Yes
Time of Entry: 15 - 30 seconds
Focus: Bobby and his stumbling on a word
Nature of Response: Facilitative

Most Appropriate: Give him the word because of the kind of a student he is.

Adequate: Help him sound out the word or give him a cue to help with it. Inviting another child to help. Give him the word directly, as in the most appropriate response, but with an explanation, etc.

Inappropriate: Punitive, negative evaluation. Critical of Bobby or the class. Therapeutic. No response.

Rationale: The child was blocked and he needed relief. Without help little would be accomplished for Bobby or the rest of the group. A waste of class time to permit a long block. In view of the kind of child Bobby is there is a premium on a quick, facilitative response.

Episode II

Jeanie Reading

Response Necessity: Yes
Time of Entry: 5 - 15 seconds
Focus: Jeannie
Nature of Response: Directive (to change the way Jeanie is reading orally).

Most Appropriate: Any response aimed at getting her to read more loudly, clearly. May include change in posture, way of holding book, etc.

Adequate: The same focus as in most appropriate response, but accompanied by lengthy explanation, cushions, etc. This demand is less desirable because it permits other factors to enter the situation.

Inappropriate: Questions or comments about her feelings (therapeutic). Attention to the groups; later perhaps but not at the present time. Punitive. No response.

Appendix P (Cont'd)

Rationale: Jeanie was functioning in a way which was not contributing to her development or well-being, nor to the functioning of the class. In order to have something to respond to as a teacher or as a class she needed to respond differently. Her reading in this way was a waste of time for everyone.

Episode III

Arithmetic Time - Walt

Response Necessity: Desirable
Time of Entry: 15 seconds (plus or minus 3 seconds)
Focus: Walt
Nature of Responses: Redirection of attention

Most Appropriate:	Redirection which does not call attention to misbehavior, but rather utilizes the situation. This may involve questions or comments but they must be in relation to the lesson, i.e., they must bring him into the lesson.
Adequate:	No response. Short reminder to Walt about his behavior, e.g., calling his name.
Inappropriate:	A response which is punitive or therapeutic or one that in any way disrupts the lesson. Any response to his friend.

Rationale: Walt was inattentive and he was bothersome to his neighbor. In fact, the boy with the watch conveyed rather clear-cut cues that he was uncomfortable. Since Walt was involved in an activity which pertained to the lesson, his involvement should have been capitalized on either to return him to the ongoing activity or build up his involvement.

Episode IV

Beth - Poem

Response Necessity: Yes
Time of Entry: 10 - 15 seconds
Focus: Beth
Nature of Response: Facilitative

Most Appropriate:	Provide a lead or a "start" for her by asking a question or making a comment, or encouragement. Move more closely to her to provide a "focused center" to the room.

Adequate: Permitting her to sit down or suggesting that she do so. Response to the class's lack of involvement. Directive with cushion.

Inappropriate: Punitive, negative. Directive with negative evaluation. No response. Focus on turn-taking.

Rationale: The best assumption to make about Beth's behavior was that she was simply having difficulty in getting started with the recitation. Given this assumption the most appropriate procedure would be to provide her with a cue, or some other form of help, which would permit her to proceed. Focusing attention on her statement about not wanting to be first, either in terms of why this was so, or forcing her into it against her will, is probably not wise in that unnecessary conflict would likely develop.

Episode V:a*

Bobby and Whistle

Response Necessity: Yes
Time of Entry: 15 - 25 seconds
Focus: (I) The general classroom situation
Nature of Response: Directive

Most Appropriate: Redirection; short and clear.

Adequate: Other techniques which are less powerful/sharp which aim at redirection. Threat of punishment, etc.

Inappropriate: Weak, feeble effort to redirect; complaining effort.

Rationale: The class was out of bounds in terms of noise and general uproar; they were dawdling and wasting time. The behavior needed on the part of the teacher was that which would cut through the general noise level, command their attention, and move them to productive activity.

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* Note. For Episodes V and XI, two scoring criteria (a and b) are given. Each of these episodes presents two salient features which tend to elicit responses.

Episode V:b

Bobby and Whistle

Response Necessity: Yes
Time of Entry: 35 seconds (plus or minus 5)
Focus: (II) Bobby
Nature of Response: Punitive

Most Appropriate: Take whistle away or put it away.

Adequate: Other punitive measures, such as excluding from group, stay after school, head down, etc. Strong directive/ threat, such as "This is the last warning."

Inappropriate: Ignore (no response); ineffective, plaintiff response; cathartic, therapeutic.

Rationale: Bobby had been warned earlier not to blow his whistle. When he broke the limit, quick and clear action involving logical consequences was demanded. The most logical consequence is to remove the whistle; or minimally it is to put it away. Consequences which are not directly related to the whistle miss the mark.

Episode VI

Blackbirds - Sam

Response Necessity: No (possible, but only at end)
Time of Entry: 40 seconds (plus or minus 5)
Focus: Sam
Nature of Response: No response or direction

Most Appropriate: No response

Adequate: Short, mild reminder to Sam to keep with, or return to, the situation. Nod; name, etc.

Inappropriate: Any major attention to Sam or any action which would detract from the lesson or situation.

Rationale: There were no cues in the situation which would suggest Sam was out of bounds in his behavior within the structure of the class activity. Nor were there cues that suggested his being particularly bothersome to others. He returned to the activity, then he left it and while his actions were somewhat less expressive than what might have been hoped for, he was nevertheless engaged to some extent in the expected activity. If a response to Sam was called for, it should be little more than a reminder or signal to him to return to the situation.

Episode VII

Free Expression in Music - Don

Response Necessity: Yes
Time of Entry: 25 seconds (plus or minus 5)
Focus: Don
Nature of Response: Directive

Most Appropriate: Some means which catches Don's attention and suggests clearly to attend to the ongoing activity. This should not be disruptive of the lesson. May be soft, verbal.

Adequate: An action designed to stop Don's behavior which interferes with or disrupts the situation or which involves a lengthy explanation.

Inappropriate: Punitive, threatening response. Ignore (no response). Attention to entire class. Unqualified permissiveness.

Rationale: Don's behavior was clearly disruptive to the child sitting next to him and for this reason it had to be stopped. Since the music teacher was in charge of the activity and since the activity was continuing, it would be inappropriate to make such an issue of this situation that it would disrupt the flow of the classroom activity. For this reason the most appropriate response would seem to be some unobtrusive signal or comment which would bring Don back into the flow of the class.

Episode VIII

Show-and-Tell - Peggy

Response Necessity: Yes
Time of Entry: 20 seconds (plus or minus 5)
Focus: Peggy
Nature of Response: Facilitative (to help her be more adequate).

Most Appropriate: Provide some kind of lead or question which permits/invites her to talk about her picture.

Adequate: Tell her to tell more about it. Reward or have her sit down. Open to class for discussion.

Inappropriate: Punitive, critical. Ignore her. Therapeutic.

Rationale: Since Peggy had already been asked to explain her picture to the class, and since the class (presumably) was free to ask questions or comment about the picture, the most appropriate response would be to help Peggy to comment further in relation to her story. This could be done either through a question or a response to her picture, or something else which would likely invite a response on Peggy's part.

Episode IX

The Mumps - Oscar

Response Necessity: Yes
Time of Entry: 10 seconds (plus or minus 5)
Focus: Oscar
Nature of Response: Directive (to reading).

Most Appropriate: Find out why he is not reading. Alert him/inform him of his place. Any other means which will help him or provide the means for him to begin reading.

Adequate: Recognition of mumps, but then direction to read or provision of help to read. Clear directive to read.

Inappropriate: To begin to discuss the mumps. Play to illness. No response.

Rationale: The cues in the situation suggest that Oscar is not particularly serious about his throat hurting, and that he is without his place when he has been asked to read. The assumption is, therefore, that his comment about a sore throat are distracters or a cover-up for his not knowing where to begin reading. Proceeding on this assumption, the most appropriate response then becomes one of helping him to find his place and getting him started reading. The possibility of mumps could be checked out at a more appropriate time if there is further reason to believe there is some need for it.

Episode X

Science Period - Class in Workbooks/Bored

Response Necessity: Yes
Time of Entry: 10 - 15 seconds
Focus: Entire Class
Nature of Response: Break the activity

Most Appropriate: Anything which will break the activity, e.g., take a stretch, etc. Redirect to another activity or establish a change of pace.

Adequate: Questions about stage/circumstances of class. May be a "stupid question."

Inappropriate: No response or late response. Punitive/blame toward a group. Attend to individual hand in the air. Push entire group on in same activity.

Rationale: The cues in the situation were such that one knew that the class was not working on their assignment and that they were utterly bored and/or tired with the activity. The task was clearly one of modifying the present situation either by initiating a new activity, taking a rest break, or something else.

Episode XI:a

The Chairs

Response Necessity: Yes
Time of Entry: 5 seconds (plus or minus 3 seconds)
Focus: (I) Class with chairs
Nature of Response: Directive

Most Appropriate: Powerful directive to lessen noise, and/or caution for safety.

Adequate: Moderate power directive. Lengthy explanation in reference to orderliness.

Inappropriate: No response, ineffectual response, punitive response, threat.

Rationale: The children were out of bounds in their moving of the desks and chairs. This was particularly the case with the chairs since they could have been picked up and moved with more care. The general level of noise and activity was uncalled for and a lack of caution in the process represented somewhat of a danger. The task of the teacher, therefore, was to bring it to a stop and/or bring it within more reasonable bounds. A rather powerful, clear-cut action was called for in order to accomplish this in light of the activity and noise level in the situation.

Appendix F (Cont'd)

Episode XI:b

Group Rapidly Leaving

Response Necessity: Yes
Time of Entry: 20 seconds (plus or minus 5)
Focus: (II) Entire Class
Nature of Response: Directive

Most Appropriate: A directive which prevents their leaving the room.

Adequate: Caution to slow down. Explanation. Referral to outside.

Inappropriate: No response or a weak, ineffectual response.

Rationale: The children were getting beyond the sign and possibility of control by the teacher very rapidly. This represents a circumstance which should not be permitted, and the task of the teacher was to stop the exodus and let it proceed with more caution and control. To cut through the noise and activity level of the situation, a rather powerful, short, clear action was needed.

Appendix Q

Details of the Category Sets and Recording Procedures Used for Classroom Observations

Category Sets

As outlined in the body of the paper, the basic recording model in the observation system involves a three-stage interaction sequence: a stimulus condition, the teacher's response to the stimulus condition, and the child's response to the teacher's response.[1] It will also be recalled, however, that this model is imposed upon the classification of interaction flow patterns, thus making the first step in the observation-recording process the identification of the flow pattern in which the interaction falls. Given the identification of flow pattern, the next task is to identify and record the nature of the stimulus situation giving rise to the interaction. This is the first cell to be filled in the three-stage recording model, for the classification of the stimulus situation preceeds other entries in the model.

Category Set 1: Classes of Child Behavior as Stimulus Conditions

The classes of child behavior constituting this classification scheme appear in Table 8'.

It is important to recognize that these classes of behavior represent the stimulus situations in both Flow Patterns II and III, that is, where the teacher opens the interaction in response to a class of child behavior (Flow Pattern II) and where the child opens the interaction (Flow Pattern III). It is also important to recognize, however, that these classes of behavior differ in their appearance in the two flow patterns, in the sense that in Flow Pattern III they always take the form of overt invitations to interaction. This may be in the form of comments, questions, or raised hands. In Flow Pattern II they are not so directed.

As used in Flow Pattern III, one additional category has been added to the set, Category k, which represents a raised hand or a child going to the teacher and just standing near her. With this one exception, and the fact that the classes of behavior may appear in the form of a question in Flow Pattern III, the categories used to identify the stimulus condition in Flow Patterns II and III are identical.

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[1] This model holds in pure form only for Flow Patterns II and III. In Flow Pattern I there is no stimulus condition identifiable, and consequently the interaction model assumes essentially a two-stage sequence: the teacher's initiation and the child's response to it. The three-stage model is maintained, however, by indicating in the first cell of the model with a dash (-) that a stimulus condition was absent.

Appendix Q (Cont'd)

Table 8'. Category Set 1: Classes of Child Behavior as Stimulus Conditions

Category	Symbol	Definition and Examples
Ignoring of Group Goal	1	Behavior pertaining to lack of involvement in group goal by a single child. Behavior can be considered as non-involvement only when it removes a child from involvement in the group goal and when it doesn't interfere with the participation by others in the group goal. Examples: C* looking out of window while rest of class working at word recognition; C playing with pen or leafing through a book while oral reading group is in progress; C walking around the room looking at the work of others or watching the T* while she attends to another.
Intense Social Involvement	2	Behavior pertaining to child or children seeking, or receiving, or in some way involved in close physical or social-emotional exchange. Examples: crying; whining; attention seeking; physical closeness through sustained touching, leaning, mauling, poking; intensive and sustained whispering and/or talking and/or laughing.
Needful of Academic Help	3	Behavior pertaining to involvement in, or activity around, subject matter. This includes seat work, individual or group participation in oral or silent activity, etc. Questions or comments that are related to content are also included here. Non-content related comments, e.g., "My Mommy went to town today.", which is totally unrelated to the content situation, are considered under Routine Functions (see Category 4). Arguments or disagreements over subject matter are considered under Category 3 instead of Conflict.

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* C = Child
T = Teacher

Table 8' (Cont'd)

Category	Symbol	Definition and Examples
Routine Classroom Functions	4	Behavior pertaining to involvement in, or activity around, situations that occur regularly in the classroom but do not involve subject matter. Tattling behavior is also considered as a routine matter. A special class of behaviors classified here are those which draw the attention of the teacher but are indeterminant insofar as that to which they pertain. For example: a hand in the air; a C yelling "Teacher! Come here!"; a C approaching a T and just standing at her elbow, or a C approaching a T with a book in his hand. If there are sufficient cues to indicate the focus or intent of any of these behaviors, for example, a child approaches a T pointing to an open workbook, then place it in its appropriate classification. When this clarity of cues is not present, however, and most of the time they will not be, indicate the indeterminant quality of the initiation by 4. Examples: lunch, health, accidents, playground activities, responsibility for belongings, manners, cleanliness, drinks, bathroom, clothes, etc.
Rule Breaking Behavior	5	Behavior which in some way represents an infraction of explicit or implicit rules in relation to classroom conduct. For purposes of recording, two classes of these behaviors have been established: a) those which can readily be conceived as rule-breaking, e.g., acts which involve a breaking of generally accepted social rules such as cheating, stealing, lying, etc.; those which show a blatant disrespect for others, for property, etc.; those which represent blatant disruptions of class activity or functioning or in some other way represent somewhat bizarre and unacceptable classroom behavior; and b) those which are not so obviously a violation of rules, but which are disruptive to the activity of others or which interfere in some way with their involvement in the group goal.

Table 8' (Cont'd)

Category	Symbol	Definition and Examples
		These include a large grouping of disruptive behaviors such as pushing desks or chairs, singing, whispering, teasing, giggling, "acting up" by making faces, throwing spitwads, playful scuffling which isn't sufficiently intense to warrant placement in Categories 2 or 6, etc. The inclusion of these behaviors under the category of rule breaking is somewhat arbitrary, but since they are picked up in the system generally only when the teacher attends to them as being changeworthy, there perhaps isn't too much violation by placing them here. It is also noteworthy that some of the behaviors listed here may appear in another category if they take the form that permits other classification, e.g., scuffling may take the form of conflict or close interchange; whispering may take the form of close interchange, etc. In recording indicate which general grouping the behavior falls into by recording 5a or 5b.
Conflict Behavior	6	Behavior pertaining to a C in a conflict situation, with conflict defined as involving a clash of wills. This may occur between a child and the teacher or between two children. There must be a two-way exchange for behavior to be considered conflict. Argument or disagreement around content is considered under Category 3.

Two further points about the use of these categories. First, most child initiations (Flow Pattern III) fall into one of three classes of child behavior: Intense Social Involvement, Needful of Academic Help, and Routine Classroom Functions. This is to be expected when one considers that behavior falling into Flow Pattern III represents an actual attempt at interaction with the teacher. Such an intent is not likely to be found in behavior which represents non-involvement, rule breaking or conflict. Second, these classes of behavior can, under some circumstances, be used in the child response cells in the recording model. When this occurs the child's behavior represents an obvious invitation to further interaction and a "chaining" of interaction is likely to develop. The use of these categories in this way will be dealt with more fully in subsequent pages.

Category Set 2: Teacher Behavior

The behavior of the teacher is recorded in the second stage of the basic three-stage recording model, and it may be entered there as either an initiation or a response. If the behavior is recorded in Flow Pattern I then it must, by definition, be an initiation of interaction. If it is recorded in either Flow Pattern II or III, it is by definition a response to a stimulus situation occurring in the classroom. The categories of teacher behavior used in the observation system appear in Table 9'.

It will be seen from Table 9' that the teacher categories tend to range along a scale of acceptance-rejection, with a number of relatively "neutral" categories appearing in the center of the scale. These include the I, S and D groupings, any of which may be used either as response or initiation categories. All other categories, however, can appear only as responses, and therefore can appear only within Flow Patterns II and III.

There are two somewhat unusual features within the teacher category system that bear mentioning: the breakdown of the reward and behavior-change category into sub-categories of how the reward or change is carried out, and the linkage of the structure category to subject matter content. Little more needs to be said in relation to the former, except perhaps that the breakdown follows that developed by Sigel, Hoffman, et al. in their conceptualization of influence techniques (1944), (1955). The breakdown proved sufficiently powerful in their research with parents to make a similar pursuit in conceptualizing teacher behavior particularly inviting.

Appendix Q (Cont'd)

Table 9'. Category Set 2: Teacher Behavior

Category	Symbol	Definition and Examples
Judges Behavior Worthy of Reward	R	Offers a reward to a child in the form of praise, encouragement, special priviledges, etc.
Unqualified Reward	Ru	-Overt straightforward bestowing of rewards
Qualified Reward	Rq	-Reward given, but explanation of some sort attached to it or reward is diluted by qualification. Ex: "That's nice, but could you cut straighter next time?"
Tending	T	Simply attends to the child visually; no particular expression denoting signal behavior.
Exchange of Information	I	Includes information best considered as "chit-chat," or it may involve more meaningful information-giving around areas other than content. Seeking information around an area other than content also falls into this category. This is indicated by an arrow after the I.
Directing	D	Directing applies only to instances where C's behavior is not deemed changeworthy, that is, the direction-giving is not intended to change the course or intensity or flow of an ongoing behavior. It is used rather to initiate behaviors or situations such as flag saluting, recess, clearing of desks, singing the National Anthem, running errands, etc. Examples: T: "Tom. Would you clean the erasers please?", "Suzie, go tell Mrs. Johnson that we will be late for library period."

Table 9' (Cont'd)

Category	Symbol	Definition and Examples
Structuring	S	This is a category that is used only in connection with subject matter content, and pertains generally to explanations, the giving of information, pointing out error in subject matter presentation, or in the designating of who will do what how, where and when. The category almost always ties to the content area. There are cases, however, where an S category appears in relation to a category other than 3, e.g., in response to Category 1: A C is walking around the room and T says, "Suzie. Hand in your work now please!"
Direction Giving	Sg	-Indicates choice of, or change in, activity or the designation of who will do what, where and when. Examples: directing to "take out books," "open books," "turn to pages such-and-such," "look at the board," "begin to read," "take out pencils," "begin writing," "Suzie, it's your turn to recite," and so on.
Explanation	Sh	-Indicates the giving of an explanation of how something is to be done. When the teacher is explaining procedure to be pursued in carrying out a project, or anything of this order, it receives the categorization Sh. The category is an attempt to help make a distinction between the Sg and the Si category.
Information Giving	Si	-Indicates the giving of information around content or the presentation of content. Seeking information in relation to content is indicated as it is elsewhere by Si →. The Si category is reserved for giving information of the sort that calls for the teacher calling forth from herself knowledge or experience. It includes the teacher's reading, reciting of poetry, etc. It does not involve explanation as to how a content activity is to be carried off.

Table 9' (Cont'd)

Category	Symbol	Definition and Example
Correcting	Sc	-Indicates that a product or a behavior in/around the content area is unsatisfactory or in error. The Sc category is reserved for the teacher indicating to a child that his performance around the content area is in fact in error. It also pertains to the insistance that the child correct the error and so on. The distinction between Sc and Sh is a useful one. Sc is used by teacher to indicate that there is an error, but if she then proceeds to explain how the exercise should have been done to prevent the error or how in fact to work the exercise in case an error has been made, this becomes Sh. Sc is also sometimes confused with the changeworthy categories. The distinguishing feature between them is that Sc pertains only to an error in content performance. The changeworthy behavior categories are reserved for attempting to modify the directionality of any of the other classes of behavior, or behavior which is related to content, but which does not involve error in content performance.
Postpones	Pp	Explicitly indicates to a child to wait to be heard or to do whatever he intended to do. This may be done verbally, physically, or by sign.
Ignores	I	Does not attend to the child's demand (cue) so far as the observer is able to determine. The demand situation may be either a child's initiation or a demand situation which fits in Flow Pattern II.

Table 9' (Cont'd)

Category	Symbol	Definition and Examples
Judges Behavior Worthy of Change	C	Attempts to modify or stop the ongoing behavior of a child or group of children.
Unqualified Power	Cu	-Uses unqualified power to initiate change. Includes punishment, tongue lashing, threats, etc. The child is given no choice but to comply.
Qualified Power	Cq	-Qualified use of power, that is power is accompanied by explanation or a cushion, but the child is still given no choice but to comply.
Persuasion and/or Suggestion	Pers.	-Attempts to change behavior through persuasion or suggestion. Includes such indirect behaviors on the part of T as: "I'm waiting."; "I like the way Susie is putting her work away," etc. The essence of this category is that the child has a choice of doing what the teacher is suggesting or not doing it.

Appendix Q (Cont'd)

The linkage of the structure category to subject matter content requires more extensive comment. In the early stages of the system it was anticipated that behavior around subject matter content would not be included in the system, since the focus of the project was primarily upon the management and interpersonal dimensions within the teacher-child relationship. Two factors led us to change our mind on this: somewhere between 60 and 80 per cent of all interaction in the classroom is around content[2], and the conceptualization of the management dimension (See Chapter IV) to include a structure variable which a teacher brings to the content area. This meant literally that all teacher behavior in the classroom, other than that involving specific teaching strategies in relation to specific outcomes, came under the management function. It also meant that a category system had to be developed to handle it.

Toward that end, several factors became clear: (1) the vast majority of teacher initiations (Flow Pattern I) were related to subject matter content; (2) a large percentage of the teacher's interactive behavior in the classroom was around content; (3) the response of the teacher to content oriented behavior on the part of the child nearly always involved a structure response; (4) content related behavior was characteristically stereotyped, low in affect, and relatively circumscribed in nature. In short, it seemed to be quite a different kind of behavior with a different range of applicability than that appearing in response to any class of child behavior other than content. These characteristics led to the close linkage of the structuring category to subject matter content; it was also these characteristics that led to the structuring category being by far the most frequently used category in the teacher system.

This discussion should not be taken to mean that the linkage between subject matter content (child category 3) and structuring is inseparable. Many other responses are possible to a content-related stimulus. For example, a teacher may deem a child's question about arithmetic inappropriate at that particular point in time and either ignore it or point out that his question is unacceptable. It is also possible for a structure response to occur in relation to a category of child behavior other than content, for example non-involvement. Here a teacher might say to a child who is walking aimlessly about the room, "Suzie, hand in your work now please!" In spite of these possibilities, the close relationship between the content and structure categories hold, and the task of recording is simplified because of it.

Category Set 3: Child Response Behavior

Child behavior is entered twice in the three-stage recording model; in the first cell as the stimulus condition and in the last cell as the response to the teacher's behavior. Two completely different sets of behavioral categories are used in making the two entries. Those in the first cell have been described already (see Category Set 1); those used in the third cell entry appear in Table 8''.

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[2] Based on preliminary calculations from data provided by the present system.

Appendix Q (Cont'd)

Table 8''. Category Set 3: Child Response Behavior

Category	Symbol	Definition and Examples
Acceptance	a	Compliance with a demand or willingness to receive reward.
Unqualified Acceptance	au	–C has no hesitancy to comply or receive; straightforward. May range from matter-of-fact acceptance to exhuberance.
Qualified Acceptance	aq	–C indicates willingness to comply or receive but only with evidence of hesitancy or resistance. Ex: "I don't want to but I will." "Johnny did it. Make him do it next time."
Tending	t	C simply attends to the teacher visually; no particular expression denoting signal behavior. This category has another use, namely, as a kind of "automatic divider" for statements that have two aspects to them; e.g., T, without pause says: "Today we're going to read the compositions that you worked on yesterday. Susie, you begin." The record would read "/Si/t/Sg/au, with the t simply playing the role of divider between separate classes of behavior.
Exchange of Information	i	Includes information best considered as "chit-chat," or it may involve more meaningful information-giving around areas other than content. Seeking information around an area other than content also falls into this category. This is indicated by an arrow after the i.
Postpones	pp	Explicitly indicates to a teacher to wait to be heard or to do whatever she intended to do. This may be done verbally, physically, or by sign.
Ignores	ig	Does not attend to the teacher's demand (cue) so far as the observer is able to determine. The demand situation may be either a teacher's initiation or a demand situation which fits in Flow Pattern II.

Table 8'' (Cont'd)

Category	Symbol	Definition and Examples
Rejection	r	Refuses to comply, cooperate or respond in an expected manner.
Unqualified Rejection	ru	-Refuses outright and straightforwardly.
Qualified Rejection	rq	-Refuses to comply, cooperate, etc., but accompanies the refusal with defenses, excuses, rationalizations, suggested alternatives, etc.

Appendix Q (Cont'd)

Like the categories of teacher behavior, the child response categories range along an acceptance-rejection continuum and they possess the same breakdown as to how the response in the acceptance and rejection categories is given. Unlike the teacher categories they have no structure categories appearing in the middle of the scale. Category i carries with it the same definition as Category "I" in the teacher scale and can be used either as a response or an initiation category.

Though similar in nature to the teacher response categories the child response categories serve quite a different function. The teacher categories provide some measure of the orientation of a teacher to particular classes of child behavior. While the same may be true for child response categories, that is they may provide a measure of a child's response to a particular kind of behavior on the part of the teacher, they are viewed primarily as a measure of the adequacy of the teacher's behavior as this is judged by a child. The assumption underlying this use of the scale is that if a teacher behaves inappropriately from a child's point of view--from his set, from his needs, from his wishes--he will so indicate. This is based on the further assumption that a child's behavior is true to his feelings, particularly at the primary grade level, and that his feelings are subject to observation. While there is no hard empirical evidence for this, it is consistent with the experience of observers of young children.

One further comment about the child response categories: the categories are all clear-cut in their use, and easily applied, except for the categories of Unqualified Acceptance and Tending. Both are "accepting" responses, and while it is usually possible to distinguish the two, the situation and cues are sometimes such that a confident judgment of a response being one or the other is difficult. Because of their fundamental similarity, however, error in this interpretation is probably not particularly serious.

Category Set 4: Affect and Intensity Ratings

An affect rating and an intensity rating accompany every category entry in the observation record, and represent an effort to capture the feeling tone and/or level of the interchange. While there is some relationship between affect and intensity ratings, e.g., when intensity rises affect is more likely to appear, there is not a one-to-one relationship. Affect ratings in a sense are a directional or qualitative measure while the intensity rating is more a quantitative measure.

Appendix Q (Cont'd)

The affect ratings are entered above and to the right of the category entry on the record sheet and are represented by:

+;++ Warmth, interest, exhuberance

-;-- Distance, aloofness, hostility

; Upset, concern, anxiety

0 Neutrality: a lack of any of the above[3]

When directionality is particularly clear-cut, the double symbol is recorded. When there is evidence of affect, and its direction is relatively clear, a single symbol is recorded.

The intensity ratings vary from 1 to 3, with 1 being low. Like the affect rating, however, a rating is actually made only when there is either moderate or high intensity. The intensity factor is always relative to the intensity of the behavior or situation which pervades the classroom generally. These ratings are entered below and to the right of the category entry, and are represented by a 1, 2 or 3.

Other Minor Category Sets

Several other category sets have been established to aid in the recording process. These are simply listed below, accompanied by sufficient comment and/or description that their use becomes clear.

1. There are times when the child's response to the teacher's behavior cannot be observed, and there are varying reasons as to why this may be the case. (a) The child, for some reason, may not be able to be seen or heard or identified by the observer: this is to be indicated by a --- in the child response cell. (b) There will be instances when the teacher will respond, but her response will not force itself (register) on the child. This is to be indicated by a 〰 in the child response cell. (c) The child's response may be tied to the time dimension in such a way that outcome can be measured only over a fairly long period of time. The observer is to indicate that no response can therefore be made by ∿∿. (d) There are times when the observer will get behind in recording and thereby unable to keep up with the interaction. This is to be indicated by ∽, and then start abreast of the interaction again.

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[3] In actual practice the 0 is left off of category entries; only the presence of affect is noted. This is done purely as an economy of time measure. The same procedure is followed in recording the intensity level of the interchange.

Appendix Q (Cont'd)

2. There is a special procedure for handling seeking of permission, granting of permission, and denying of permission. A child seeking permission is not so indicated specifically, but it can be determined by indicating whether the teacher denied or granted permission. When the teacher denies permission her response is circled. When she grants permission, a triangle is put around it.

3. There is also a procedure for recording when a child indicates that the teacher is in error, or is being unreasonable, etc. This is done by putting a diamond around the child's behavior, which indicates the teacher is in error, and follow the diamond by either circling or putting a triangle around the teacher's behavior to indicate whether she accepted or rejected the child's criticism.

4. When a teacher's response is inappropriate to the behavior (demand) of a child, box all of the entries in the teacher response cell.

5. Whenever physical contact accompanies an interact it is to be indicated by placing a (P) after the regular category entry.

6. A category set has been established which permits the labeling of interaction in terms of its being directed to the whole class, a formal sub-group within a class, an informal group of children, or an individual child. The symbols used for these purposes are an "X" for the total group, a "<" for a formal sub-group, and a ">" for an informal group. An absence of any symbol indicates that the interaction involved only a single child. These symbols appear for both teacher and child behavior, and in both the initiation and response categories.

7. A procedure has been developed to handle a circumstance where a child has been called upon to perform, give information, etc., and he doesn't, either because he doesn't know the answer or he is embarrassed, or something else. This is to be indicated by a "?," preceded and followed by a dash, and the teacher's response to it. For example: if the teacher asked a child a question pertaining to subject matter, and the child just sat there--not ignoring, but not being able to come up with an answer--with the teacher simply watching and waiting, the situation would be recorded as: "/Si→/-?/T/-?-

8. Statements such as "Sit up straight;" "Come on, come on;" "Hurry up, don't waste time;" etc., are dependent upon their context for their scoring. In some instances they will be treated as Sg, in some as Sc, and in some as Cu.

9. If a question on the part of a child occurs within an interactive sequence, it should be recorded as i→, if the question is on the same general topic (area) as the first category entry. If a major shift in content or focus is represented by the question, record the category of child behavior representative of the new focus. The assumption is that i→ will pertain to the class of behavior around which the interaction was originally initiated.

Appendix Q (Cont'd)

Some Distinctions Between Categories Within Category Sets

There are a number of subtle distinctions in category usage that bear noting. The first of these is with reference to the use of the child response categories au, i, and t. These three response forms have been distinguished in the following way: if the teacher structures and the child responds, independent of how he responds--that is whether it is by reading, responding to show-and-tell, or what have you--the child's response is handled by au; that is, he does in fact agree to do that which was structured for him. If the teacher asks a question, Si ⟶, the child's response is generally i, or i ⟶. This distinction rests in the general rule that when a teacher structures or demands something of a child and the child responds, the child's behavior is judged as accepting. By way of contrast, when the teacher asks for information, or the situation in some other way permits information-giving to be an appropriate response, the child's response is handled by the i category. Put in still another way, child category i is used when the child's response represents an original contribution, whereas au refers primarily to the performance of an act upon request.

The categories D, Sg and Cu are also troublesome to observers initially. The primary distinction to be made is that the category Sg pertains only to behavior which is related to the performance of a subject matter-related task, while directing (D) pertains to all directing behavior other than that related to content. The teacher telling a child to turn on the lights, to open a door, to hand papers out to the class, etc. represents directing behavior. The Cu category differs from the D and Sg categories in that it involves an attempt to change ongoing behavior. Categories D and Sg do not involve this feature.

Observers also experience some difficulty in distinguishing between categories Sc, indicating error in the content area, and Cu. The distinction here must rest on whether or not the criticism or attempt to initiate change is around subject matter content or something else. If the teacher in any way conveys that a child is doing something incorrectly in the content realm--misinterpreting a passage being read or not understanding what the teacher is conveying--the category of response is Sc. If the child is in fact misbehaving, even though the misbehavior is around or pertaining in some way to the content area--for example, throwing books or reading a book when he should not be reading a book--the Cu category comes into play. Essentially, Sc pertains only to correction of perception or understanding or performance around the subject matter field.

A brief note on the distinction between Si and Sg is also warranted. The basis for recording either is the face value of the behavior. If it appears primarily as being information-giving (or seeking) it is categorized as Si; if it involves structuring (or seeking of structure) it is categorized as Sg. Often the two go together and in the same breath. When they happen to occur simultaneously, record both, separating them by t on the part of the child.

In connection with these two categories there are characteristic categories of child behavior that tend to occur in response to them. For the Si category the most common response seems to be t, though it may also be ig, i or i→. For Sg the most common response is au, or r, or pp, but it may also be ig, i or i→. This relationship has no particular significance except that it facilitates the recording process if there is such an "anticipatory set."

Recording Procedure

Elements of the recording procedure have been discussed in the preceding section, but since these comments have appeared in segments and have been related primarily to the development of the category systems rather than the recording system *per se*, the entire recording procedure will be reviewed here in detail. The recording procedure can be considered in three separate parts: the physical arrangements attending the recording process, the classification process immediately preceding recording, and the recording process itself. Each of these topics will be treated independently.

Physical Arrangements

When entering the classroom, the observer seats himself in as unobtrusive position as possible, yet in a position which permits him the close surveillance of the teacher in relation to the class. The observer should be sufficiently close to the teacher that he can hear her comments to the children, especially as she is working with small groups. This often means that the observer must move from place to place during the observation period if the teacher works for any length of time with more than a single group. While the teacher is interacting with the entire class she generally can be heard and observed from a single position.

When in the classroom the observer's focus is primarily upon the teacher, but not entirely so for he must also classify the child's behavior each time the teacher responds to it. Consequently some attention must be directed to the classroom in order to make this judgment.[4]

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[4] Sometimes the judgment as to the nature of the behavior to which a teacher is responding must be made after the teacher has in fact responded to it. Usually the nature of the teacher's response will permit such a judgment. If, however, the child's behavior has not been observed before or during the time the teacher responded to it, and his behavior cannot be classified from the teacher's response, the observer is to indicate this with a line drawn through that particular cell of the recording.

In addition, the observer must be aware of the stimulus conditions within the classroom generally in order that he be able to judge whether a teacher is ignoring particular stimulus situations and to judge the intensity of a particular behavior. In spite of these demands for attention to the classroom at large, the primary and continuing focus of the observer is upon the teacher.

The Classification Process Immediately Preceding Recording

Before recording can take place the observer must engage in the complex process of classifying the behavior being observed into one of the categories described in the preceding section. There are four primary judgments in this process: the judgment as to the flow pattern in which the interaction fits, the judgment as to the category in which the behavior should be classified, a judgment as to the affect quality and intensity level of the behavior being classified, and a judgment as to the presence or absence of stimuli in the classroom of sufficient potency that they register in the teacher's awareness. Each of these tasks will be treated separately.

1. FLOW PATTERN JUDGMENT. This involves a decision as to the flow pattern in which the interaction should be placed. It will be recalled that when the teacher initiates the interaction without any obvious tie to child behavior the interaction is recorded in Flow Pattern I. Where the teacher opens the interaction and her behavior is a response to a stimulus situation in the classroom (defined in terms of a class of child behavior) the interaction is classified in Flow Pattern II. When the child initiates the interaction with the teacher the recording appears within Flow Pattern III. The three flow patterns are distinguished in the observation records by a (") appearing in the first cell in Flow Pattern I, the child behavior category being underlined in the first cell in Flow Pattern II, and the child behavior category standing by itself in the first cell of Flow Pattern III. Once the judgment is made about flow pattern, the next step in the judgment process can take place.

2. JUDGMENT OF CATEGORY PLACEMENT. The category systems outlined in the previous section are committed to memory and the observers become sufficiently familiar with them through practice that the process of ascribing category placement to the behavior being observed becomes close to automatic. In making these assignments, the observers are trained to attend to only the form and/or inflection of the interactive exchange which permits a judgment--rather than to the content of the interaction. This means in effect that the observer responds to cues that permit classification rather than cues which permit understanding, except for the degree of attention that must be paid to content in order to permit judgment.

While there are times when an observer is uncertain as to where a behavior should be placed within the category system, for there are always novel and unique events occurring, the range and form of interaction that takes place between teachers and children is sufficiently similar that a near exhaustive set of categories can be established for its recording and observers can become sufficiently familiar with these categories to permit easy classification.

3. JUDGMENT ABOUT STIMULUS AFFECT AND INTENSITY. Simultaneously with category placement, a judgment is made about the affect qualities accompanying the behavior and the intensity level of the behavior. The cues which permit an affect judgment are almost entirely non-verbal: they involve posture, facial appearance, flushing, crying, rigidity, etc. The cues are multiple and often short lived, so the task of the observer in making this judgment is demanding of careful attention. The intensity ratings are not dependent upon such a variety of cues. These ratings are more dependent upon the nature of the context within which the behavior occurs, especially the level of activity and noise. For this reason the intensity rating is a relative measure, based against the general level of classroom activity. An example may clarify. If a class is involved in free activity and there is considerable moving about, with accompanying increase in noise level, this event, in a different setting, might not even be heard. For a behavior to receive a high intensity level in such a situation it would indeed have to be of high intensity. This is quite in contrast to a work-study period or silent reading period where there is little noise or moving about. In this circumstance a loud whisper may well be considered as having moderate intensity.

4. JUDGMENT OF CLASSROOM STIMULI NOT ATTENDED TO BY THE TEACHER. As indicated earlier this judgment demands that the observer infer whether the teacher is or is not aware of a particular stimulus condition within the classroom. The basis for the inference is largely one of the intensity of the stimulus condition (what is the probability that it will register with the teacher?) though it also depends upon the general level of activity in the classroom and the proximity of the teacher to the stimulus event. When the observer can be relatively certain that the stimulus condition is sufficiently potent to penetrate the teacher's awareness he records it as a stimulus event, and records the teacher's response or lack of response to it.

While these four judgments have been treated as though they were independent they are in fact made almost simultaneously, and most often without awareness that there are four separate judgments being made. This comes about only after considerable practice, however, and until observers become at ease and at home with the system these judgments often have to be made independently and in series.

The Recording Process

It is clear from what has been said thus far that recordings are made in terms of the category systems developed for the project. The form in which these recordings appear, however, that is the way in which the categories are joined together to provide a meaningful record of the interaction observed, has not been described. It is to this task that

Appendix Q (Cont'd)

the present section is directed.

1. The Record Forms. A form has been prepared to facilitate the recording process. This appears as Figure 1'.

Figure 1': Observational Record Form for Teacher-Child Interaction

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SUBJECT________________________

OBSERVER________________________ OBSERVATION 1 2 3

DATE________________________ PAGE____________

Classroom Structure	Teacher-Specific Activity	

The right-hand column of the form is used for entry of the categories which describe the interaction within the classroom. Each interactive event is butted against the left-hand margin of the column and continues to the right. As the interaction progresses during the course of the observation period the observer records it by moving down the page. There *is no limit to the number of pages that can be used in making an* observation. Depending upon the size with which one writes and the rate of interchange within a class period, records for a half an hour of observation may run from two to eight pages in length.

In the column headed Teacher-Specific Activity a running record is maintained by the observer of the specific activity in which the teacher is engaged at all times. This is simply described in long-hand notation form. Whenever a teacher changes her activity (activity is defined here rather broadly to include such things as working with a small group, giving instructions to a class, walking about the room, giving help to children working in workbooks, etc.) it is noted by a 45° angle slash mark in the line separating the column headed Teacher-Specific Activity and the column set aside for the category notations. Time is also noted in the Teacher-Specific Activity column. There are no hard and fast rules established for the identification of time in the observation periods except for a notation of the time the observation began and ended. The observers are to make an effort to record a time beside the slash marks indicating a change of activity, though this may not always be possible because of the pace of the interaction being recorded.

Appendix Q (Cont'd)

The classroom structure column serves a somewhat different function, though it is designed to compliment the description of teacher-specific activity. This column contains information about the general structure operating within or upon a class, for example, the class involved in "show-and-tell," small reading group in the back of the classroom with the balance of the class working in workbooks, etc.

By using the descriptive record within the two left-hand columns some meaning can be given to the record of category entry in the right-hand column.

2. The Recording of Interaction. It will be recalled that the basic model for recording uses a three-stage interaction sequence. The first cell of the sequence contains the category entry describing the stimulus condition; the entry in the second cell describes teacher behavior—either as an initiation of interaction or as a response to the stimulus condition; the third cell contains the category entry describing the child response to the teacher's behavior. Examples of interactive exchanges which fit into the three-stage model appear in Figure of the report (see pp.) as they relate to the various flow patterns.

While the three-stage recording model is basic to the system a good deal of interaction in the classroom extends beyond the three-stage interact. Four such classes of extended interaction have been developed, and with models for the recording of each. The four classes of interaction may be summarized in some kind of descending order of teacher involvement as (a) a teacher in monologue (such as giving extended directions, reading, etc.) with either an individual child or a group or the entire class, (b) a teacher and single child or a teacher and a group in continued interchange, (c) a teacher interchanging with different children or different groups, and (d) a child in monologue. The model used for recording each of these classes of interchange is discussed below. Since the model for recording extended interaction with a single child or group represents the most clear-cut extension of the three-stage interact this will be considered first.

To help identify the various recording models within the system they have been labeled in such a way that their titles are descriptive of the model. The most common model used to handle extended interaction between a teacher and a single child or group is called "strong chaining." In this model the interaction beyond the three-stage interact is recorded in exactly the same way as it was in the three-stage model except that the cell entries continue as long as the interaction with the particular child or group continues. If the record extends beyond that which can be recorded in a single line on the record sheet, the record is then indented under the first line of the interaction. All of the categories within any of the systems may be used in the recording, and the same division between teacher and child cell entries are used. The only difference in the system is at the theoretical level where the stimulus-response paradigm becomes essentially a response-response one. The assumption is that as

Appendix Q (Cont'd)

the teacher and child move beyond the initial three-stage interact the child's response becomes the stimulus for another teacher response, triggering in turn another child response, etc., etc. Some examples of strong chaining appear in Figure 2'.

Figure 2': Examples of Strong Chaining

Example: T: Approaches a child who has remained in the room during recess and asks "Why are you still here?" (some anger in her voice)

C: "I couldn't find my coat."
T: "Is that really the reason?"
C: "No. I don't want to go outside today."
T: "I know, but you must."
C: "Nuts!", and proceeds to put on her coat.

$$\underline{1}/1 \overset{-}{\rightarrow}/1/1 \overset{=}{\rightarrow}/1/Cu/aq^{-}$$

Example: Johnny leans back on his chair and nearly tips over.

T: "Sit up, John."
C: Looks squarely at her and keeps on tipping chair.
T: "Straighten up" and takes hold of his arm and pulls him in sitting position.
C: Angrily watches T but sits still.

$$\underline{5b_2}/Cu_2^{=}/ru_2^{-}/Cu_3P^{-}/aq^{=}$$

Example: Teacher and child talking about how to create a shade of gray the child wishes to paint a bird she has drawn, when the child suddenly switches the focus of the interchange completely.

C: "How do I make the paint gray?"
T: "You can add some white to the black."
C: "How much should I put in?"
T: "Try a little squirt at first, mix it up, and then see how it looks."
C: "Oh look! There is a fire truck!"
T: "Yes!"
C: Runs to window to watch.

$$3 \rightarrow/Si/1 \rightarrow/Si/4_2/T_2/au$$

Appendix Q (Cont'd)

There are two features of the strong chaining model that require special comment: the procedure followed when the content or focus of an interchange shifts in the course of the interchange, and the procedure followed when there is an intrusion in the interchange by another child or group. The first circumstance is dealt with rather simply: the shift in focus is recorded by using the category appropriate to the labeling (classification) of the new content, and the record of the interchange continues. The shift may come from either the teacher or the child; the factor of most significance in permitting strong chaining to continue uninterrupted is that the interaction continue between the teacher and the same child or group. An example of a shift of focus has been included in Figure 2' (see the last example).

The matter of intrusions is handled quite differently. Whenever a child or group intrudes into the interchange ongoing between a teacher and another child or group, and the teacher attends to the intrusion, the new interchange is treated as a new and separate interaction. This means that the interaction of the teacher with each child or group must be treated as a separate entry in the record and butted against the umbrella line of the record sheet. Such a procedure is necessary because what may start out to be "a momentary intrusion" may turn into an extended interchange of its own, or once the teacher has been drawn away from a child or group she may never return.

In addition to interchange that is continuous between a teacher and a child or a group of children there is a pattern of interchange which continues with a single child or group over time but which is broken by time, space, or interaction with another child or group. This pattern of interchange we have labeled "weak chaining." The recording process in the weak chaining model, so far as category entries are concerned, is exactly the same as it is in the strong chaining model. The only difference in the two recording models is the addition of lines on the left margin of the category recording space which link the continuing (not continuous) interactions together. This is illustrated in Figure 3'.

Another general kind of interchange that occurs within the classroom involves a teacher interacting with different children or different groups. Three basic models have been developed to cover the variations that occur in this kind of interchange: the "open field" model, the "right wing" model and the "high speed" model. The open field model represents nothing more than a teacher moving from one child to another or from one group to another in a relatively normal matter-of-fact way. Instances of three-stage interacts, strong chaining and weak chaining may enter into this recording.

Appendix Q (Cont'd)

Figure 3': An Illustration of Strong and Weak Chaining Models

OBSERVATIONAL RECORD
TEACHER-CHILD INTERACTION

SUBJECT____________________

OBSERVER____________________ OBSERVATION 1 2 3

DATE____________________ PAGE________________

Classroom Structure	Teacher-Specific Activity	$9^{\underline{10}}$
Small Reading Group Balance of Class with Workbooks	With Reading Group	T: "Form a circle now." Children move to do so. $''/\mathrm{Sg} < /\mathrm{au} <$ T: Waits while circle is forming. One child talks to neighbor. T says, "Freddie! Turn around." Freddie does. $\underline{5_2}/\mathrm{Cu}_2^-/\mathrm{au}$ T: Proceeds to explain to students what they will be doing. Ends with, "Jane. You may begin." Jane proceeds to read. $''/\mathrm{Sh} < /\mathrm{t} < /\mathrm{Sg}/\mathrm{au}$∿∿∿>* While Jane is reading, Johnny leans back on his chair and nearly tips over. T: "Sit up, John." John looks squarely at her and keeps on tipping his chair. T: "Straighten up," and takes hold of his arm and pulls him into a sitting position. C: Angrily watches T but sits still. $5_2/\mathrm{Cu}_2^-/\mathrm{ru}_2^-/\mathrm{Cu}_3^{-P}/\mathrm{au}^{--}$ Jane continues reading for another 30 sec. or so T: "Nicely done, Jane." 30 sec. ∿∿∿>Ru/au

*This is a symbol indicating that a teacher or child is speaking or reading at length to another in the class. A special recording system, described at a later point, has been developed to handle this kind of interchange.

Figure 3' (Cont'd)

Classroom Structure	Teacher-Specific Activity	
		T: "John, you may read now." John begins. Jim, up from his workbook, walks idly about the room. T: "Sit down, Jim!" C: "Can't I look at the fish?" T: "Not now. Later." C: "Could I work with the paints?" T: "Not now! You're supposed to be working in your workbook!" C returns to his seat. "/Sg/au $\rightsquigarrow$ $1_1/Cu^{-}/i \rightarrow /I/i \rightarrow /\bar{I}_2/au^{--}$ John continues to read. 30 sec. $\rightsquigarrow$ Jim up and walking about again. T: "What are you doing now?" C: "I'm going to sharpen my pencil." Just then Sue comes to T with a question about her workbook. T nods her head. Sue returns to her desk and T says to Jim, "Is your pencil broken?" C: "No." T: "Well, then, I think you had better sit down." C does so, but with some obvious displeasure. $\underline{1_2}/I \overset{-}{\rightarrow} /i(3 \rightarrow /T/au)I \rightarrow /i/\overline{Cu}/aq^{-}$ John continues to read. 5 sec. $\rightsquigarrow$

Appendix Q (Cont'd)

The right wing model is reserved for situations where the teacher provides an initial structure to an activity and then proceeds in rather rapid order from one child to the next or one group to the next within the framework of that structure, but without repeating the structure. In this arrangement the children know in advance what is expected of them and as the teacher calls their name, points to them, or in some other way indicates that they are to perform, they do so without the aid of further structure from the teacher. A typical situation calling for this kind of procedure is where a teacher indicates to the class that she will call upon a number of children to read in the next few minutes and she then begins the rounds by simply calling childrens' names. An example of the right wing and high speed recording models appears in Figure 4'.

The high speed model is reserved for interchange between a teacher and a number of children that is so rapid in pace that the observer is unable to record it. This model is not required often but on occasion circumstance demands it. The use of the high speed model is not governed only by speed of interchange; however, it must also be essentially constant in nature and level of intensity. The recording model involves the use of the symbol // to indicate the occurrence of high speed interaction. The symbol is recorded after the essence of the interchange has been identified through at least a three-stage interaction recording. Following the // the observer simply records T or C for each interactive initiation or response on the part of the teacher or child. This permits at least the number of interactions to be counted. The time spent in high speed interchange is noted above the //. Some examples of activities which may occur at a pace demanding of the high speed recording model include word recognition drills--using flash cards or reference words on the board or a chart--or the teacher calling in rapid-fire order the names of children to recite a word or give an answer.

Additional comment is needed in relation to the use of the high speed recording model being dependent upon the continuity of the nature and intensity of the interaction. Whenever the interaction changes in nature, or direction, or intensity, it is recorded immediately as a new or separate interact. The key to this kind of judgment seems to be the continuity of figure and ground. So long as nothing in the interaction "jumps out" at the observer as being in some way different than that which has gone before, recording can continue under //. As soon as something stands out in the interaction as being in some way different, recording must move back into one of the other interaction models.

The other kind of interchange that occurs within the classroom setting that demands a special recording procedure is that of a "monologue" situation, that is, where a teacher is engaged in reading to the children, or where she is involved in a lengthy explanation with the children simply listening, or where a child is reading, explaining a picture, relating an experience, etc. while the teacher and/or class listen. The model for recording a monologue situation involves the use of a ⇝. This follows the category entries on the record which indicate what the monologue is about, who initiated it, etc. As with all other recordings these preliminary category entries must involve at least a three-stage interact.

Appendix Q (Cont'd)

Figure 4'

An Illustration of "Right Wing" and "High Speed" Recording Models

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OBSERVATIONAL RECORD
TEACHER-CHILD INTERACTION

SUBJECT ____________________

OBSERVER ____________________ OBSERVATION 1 2 3

DATE ____________________ PAGE ____________

Classroom Structure	Teacher-Specific Activity	
		9^{05}
Social Studies Period: T working with entire class.	T discussing the Lewis & Clark trip to the Pacific Coast. Attention being given to states through which the party passed.	T to entire class: "Alright. We've talked about the states through which Lewis & Clark travelled. Now I'm going to call on various people around the room to tell me which states they passed through from the time they left St. Louis. The states have to be named in order." Many hands go up and the teacher commences by calling the name of a child whose hand is in the air. She continues this procedure until the states have been identified. This process is depicted below, using a "right wing" recording model. Examples of children's responses (both right and wrong) are included, with the teacher's responses to them. "/Shx/t̂ < /Sg/i "/Sg/i/Ru/au "/Sg/i/Sc/i/Sc/t "/Sg/i/Ru$^+$/au$^+$ "/Sg/-?-/Si → /-?-/T/-?- "/Sg/i

Figure 4' (Cont'd)

Classroom Structure	Teacher-Specific Activity	
		10^{40}
Language Arts Period: Small group in back of room with teacher; balance of class in workbooks.	Word recognition drill using flash cards.	T to small group: "Let's use the flash cards now. We'll go around the group with each of you saying the word that is on the card. Also tell me a word that rhymes with the word on the card. Ready?" Children say "Yes!" in unison and loudly! T: "All right! Begin!" She then proceeds to move around the group, interchanging frequently with children as they miss a word or come up with a unique rhyming word. A good deal of laughter and "fuss." Interchange very rapid and use high speed model. After a few minutes of this a child comes to the teacher with her workbook for help. Teacher responds to her, then returns to the flash card activity. (2 min.) "Sh < /t > /I→/i^{+}_{2}/Sg/i/T,C, T,C,T,C,T,C,T,C T,C,T,C,T,C,T,C 3→/Si/au //T,C,T,C,T,C,T,C, etc.

Some activities which are likely to require this form of recording include show-and-tell, a child or children reading to the teacher or a group, the teacher reading, structuring, or giving information over an extended period of time, a child giving information over an extended period of time, a child assuming the role of a teacher, music, etc. The distinguishing feature of an activity which gets recorded in this system is that it is extended over time and that it involves "tending" on the part of the teacher or the child.

The system applies to single children, group activity, or teacher activity. It does not apply to activities which are structured in such a way as to invite interactive exchange, such as workbook period, checking of papters, etc. These activities are noted under the umbrella system and handled in whatever way is needed, that is with the high speed model, the right wing model, strong or weak chaining, etc. The monologue model is illustrated in Figure 5'.

Recording in the monologue model is essentially the same whether the teacher or the child is in monologue. When the teacher is in monologue the ⇝ attaches to the last teacher entry and extends through the child response cell, which usually contains a "tending" symbol. This would appear as "/Sg/t/Si/t⇝. In the child model the arrow ties only to the child response cell. This would appear as "/Sg/au⇝. The amount of time spent in the monologue activity is always recorded immediately above the ⇝.

Intrusions into monologue behavior require special attention on the part of the recorder. When the intrusion occurs in the teacher's monologue, and the teacher attends to the intrusion, the interaction resulting from the intrusion is treated as a separate category entry. If the teacher continues her monologue after the interchange has ended, a ⇝ is butted against the umbrella line to indiate that the monologue has resumed.

When an intrusion occurs when the child is in monologue, one of two procedures is followed, depending upon the nature of the intrusion. If the teacher or another child breaks into the child's monologue itself the interaction resulting from the intrusion is entered immediately after the ⇝ and is recorded in an appropriate chaining model. If the child resumes his monologue after the intrusion, it is indicated by entry of the ⇝ immediately after the record of the interchange. Another kind of intrusion may occur, however, and that is where the teacher attends to a child other than the child in monologue. If the teacher's full attention is drawn away from the child in monologue the interaction that occurs with this "new" child is butted against the umbrella line with a large > splitting the umbrella line immediately preceding it. When an intrusion occurs that does not take the teacher or her entire attention away from the ongoing activity, it is placed within parentheses and appears immediately after the ⇝. As in other models, if the child continues in monologue the ⇝ is recorded immediately after the parentheses.

Care must be taken to differentiate the procedure for recording continuing activity where there is no interchange (⇝) and the procedure for recording extended interchange of a similar nature and level of intensity (//). The procedures are similar in the sense that both pertain to continuing activity, but they differ in that one pertains to a situation in which there is active interchange between the teacher and child (//) and the other pertains to situations where there is only tending behavior on the part of the teacher or child (⇝).

A special recording problem is presented by children raising their hands to be recognized. Problems come in this instance for two reasons: first, a raised hand can mean many things--from seeking information, to wanting to be recognized in order to give information, to obtaining permission to go to the bathroom. Secondly, a child category placement

Appendix Q (Cont'd)

Figure 5': An Illustration of the "Monologue" Recording Model

OBSERVATIONAL RECORD
TEACHER-CHILD INTERACTION

SUBJECT____________________

OBSERVER____________________ OBSERVATION 1 2 3

DATE____________________ PAGE________________

Classroom Structure	Teacher Specific Activity	
		$10^{\underline{15}}$
Show-and-Tell	T'er structuring and listening to children in Show-and-Tell	"Did you have a nice weekend?" C'ren" "yes." T: "What would you like to do first today?" C'ren: "Show-and-Tell." T: "All right. Let's have Show-and-Tell." "/I→x/i > /I→x/i > /SqX/auX T: "Tom. You be first." Tom begins and carries on. T: "That was nicely done, Tom." Tom sits down. 3 min. "/Sq/au $\rightsquigarrow$ T: "Mary." and Mary begins. After a minute or so T says: "Speak more slowly Mary so that we may understand." Mary does so, and when she finishes T says, "Okay." Mary sits down. 1 min. "/Sq/au $\rightsquigarrow$ T: "Larry." and Larry begins. While Larry is talking another child walks up to the T. She tends to him. He asks a question about lunch, she nods and he sits down. T then returns her full attention to Larry. After listening to children ask Larry questions for a few minutes the T asks: "Did you

Figure 5' (Cont'd)

Classroom Structure	Teacher Specific Activity	
		really make that by yourself?" C: "Yes." T continues to listen as Larry goes on. After a few moments a child starts whispering to a child across the table. The T says, "Would you be a little less noisy?" C: "Can I move closer to him so we won't make so much noise?" T: "I wish you wouldn't." C: "Oh." T then returns to Larry who is nearly finished. As he completes his turn the T says: "Larry, that was wonderful!" Larry smiles and sits down. 1 min. 2 min. "/Sg/au ⇝ (4↑/T/4 → /T/au) ⇝ Si → /i 30 sec. ⇝ > $\underline{5_2}$/Cpers/i → /Cpers/au 10 sec. ⇝ Ru^{+}_{2}/au+

(first cell of the three-stage recording model) cannot be made until the "meaning" of a raised hand is clarified. Because of these complications a special recording model, with a number of variations, has been established to handle the "Hand in the air" situation.

At a general level the procedure to be followed is to classify a hand in the air initially as a special class of "routine matter" (4↑) and after the teacher attends to it (T) indicate the class of behavior around which the child is seeking information or help. This means that whenever there is a raised hand there will be at least a five-stage interact. This is illustrated as 4↑/T3 → /Si/au.

There are, however, some subtle distinctions that must be made in the treatment of the teacher's response to a hand in the air. As has already been described, when a child has his hand in the air as an indication that he wishes to offer information, or for some other reason be recognized, and the teacher recognizes him, the teacher behavior is recorded as T, and is followed by the category of child behavior that is pursuant of the recognition. If a teacher structures a situation to the class, however, and students respond to this structure by raising their hands, and then the teacher indicates to a child that he is to do what has been structured, the category representing the teacher behavior is not T, but Sg. This is a subtle distinction to make, for at face value the teacher behavior is the same: that is, it may be no more than a calling of a child's name, or pointing to a child, or a "yes," or something else. The difference lies in the fact that one says in effect, "You may contribute that which you wish to contribute;" the other says, "You do what I have structured you to do." The latter would appear in the record as, for example, 4 </Sg/3/T/au.

An extension of the hand in the air situation is when the teacher asks a question of the entire class, and many in the class respond by raising their hands, waiting to be called upon. If the teacher then points to a child or indicates that a child may respond by saying his name, or in fact says "Okay Johnny, what is the answer?", the interaction would be recorded as"$/Si \rightarrow_{x} /\hat{t} < /Sg/i$. This is an extremely common situation in the classroom. When a number of children have their hands in the air, waiting for the teacher to call upon them, it should not be considered a demand situation on the part of the children.

If the teacher moves from child to child after providing this kind of structure, but doesn't bother to repeat the structure, the interaction would be handled by the right wing recording model.

A circumstance which closely parallels the hand in the air situation is where a number of children go up to a teacher and stand and wait for her to attend to them. This situation is handled in exactly the same manner as the hand in the air circumstance--including the right wing model wherever it becomes appropriate.

At one point in the development of the observation scheme an attempt was made to develop a recording model to handle "simultaneous interaction," that is where two interactions seem to occur at the same time. These actually may assume a variety of forms: a teacher interacting with two children at the same time; a teacher making a comment that is directed to both a child and the total class; two children approaching a teacher simultaneously, etc. These models became extremely complex and difficult to operate, so it was finally agreed that the observer would simply record that aspect of the simultaneous interaction which seemed more relevant or potent.

There are two other recording principles within the system: (a) to indicate a continuing demand situation that is ignored by the teacher, record the existence of the demand each 15 seconds that it continues, and indicate the fact that it is a continuing demand situation by drawing an arrow in the child's response cell. (b) Whenever a unique, unusual or "unclassifiable" situation occurs, note it in sufficient detail in the margin of the recording blank to permit its consideration later.

Appendix R

Scales for Rating Teacher-Classroom Characteristics

Tolerance for Changeworthy Behavior

1	2	3	4	5
Extremely tolerant; seemingly comfortable with much out-of-bounds behavior; slow to control.		Neither particularly tolerant nor intolerant.		Extremely intolerant; quick to control or modify out-of-bounds behavior.

Warmth

1	2	3	4	5
Close, mutually enjoyed relationships; an easy flow of affection, spontaneity, gaiety, etc.		Neither particularly warm nor lacking in warmth.		Detachment; little demonstration of affection, gaiety, or spontaneity; relationships may be characterized frequently by hostility or rejection.

Respect for the Individuality of Children

1	2	3	4	5
Encourages and accepts expression of children's wants, feelings, desires, etc. Listens to and/or recognizes children's contributions and/or rewards.		Neither particularly respectful nor lacking in respect for the contributions or needs of children.		Tends to ignore or depreciate the needs, expressions, etc. of children. Unable to compromise own needs with those of the child.

Comfortableness

1	2	3	4	5
Easy, relaxed, "Comfortable atmosphere."		Neither particularly comfortable nor uncomfortable.		Stiff, formal, "uncomfortable atmosphere.

Appendix R (Cont'd)

Intellectuality

1	2	3	4	5
Stimulation of curiosity and the use of the imagination; strives toward increasing children's understanding; encouraging of exploration and analysis.		Neither particularly encouraging of intellectuality nor discouraging of it.	A general lack of intellectual stimulation; little encouragement of curiosity or the use of the imagination.	

Consistency

Over time and from one situation to another

1	2	3	4	5
Responds to children's needs, contributions, changeworthy behavior, etc. in much the same way from time to time and from situation to situation. Follows through with plans of action once initiated. Atmosphere essentially stable or predictable.		Neither particularly consistent nor inconsistent.	Varies greatly in response to children from time to time and from situation to situation. Sometimes follows through with an initiation and sometimes doesn't. Atmosphere variable and essentially unpredictable.	

Tempo

1	2	3	4	5
Slow-paced.		Neither particularly fast in tempo nor particularly slow.	Fast-paced.	

Organization

1 2 3 4 5
x———————x———————x———————x———————x

Class seems well organized and smooth of operation.	Neither particularly strong in organization nor lacking in organization.	Class seems to have little organization. Confusion seems to reign; typically described as "chaos."

Harmony

1 2 3 4 5
x———————x———————x———————x———————x

Agreement predominant; minimum of conflict, resistance, argument, or hostility.	Neither particularly harmonious nor lacking in harmony.	Generally lacking in agreement; a great deal of conflict, resistance, argument, or hostility.

Appendix S

Items Comprising Tentative Management Subscales For the Word Test

Permissive-Restrictive

62. There are probably too few limits set in this classroom. (SD*)

111. The teacher did not have control of her class. (SD)

123. The teacher seemed to have control of the class. (SA)

63. Wrestling should not be allowed any time or any place at school. (SD)

133. Much of the behavior in this situation should not have been permitted in the classroom. (SD)

22. Children should not be allowed to sit on the bare floor. (SD)

41. Children should never be allowed to spit in the classroom, even into a handkerchief. (SD)

37. There probably is no reason for the teacher to interfere with Connie's behavior. (SA)

45. If the teacher was aware of this behavior she should have put a stop to it. (SD)

10. The teacher behaved appropriately when she ignored John's "acting up." (SA)

Power

8. A child like John should be strictly controlled. (SA**)

64. The teacher can best handle a scuffle by intervening as soon as it develops. (SA)

66. The teacher should have separated these boys as soon as they started scuffling at the table. (SA)

97. A teacher should punish the child who lets someone copy from his work. (SA)

105. The teacher should have taken the beanie away from the boys. (SA)

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* Scored for high permissive

** Scored for high power

Appendix S (Cont'd)

108. **If these boys continually act up at story time, they should be excluded from the reading group. (SA)**

29. **These two children should have been separated immediately. (SA)**

76. **The teacher should have punished these girls for their behavior. (SA)**

112. **The teacher should have separated these boys as soon as they began playing with the beanie. (SA)**

7. **The teacher should have disciplined John when he performed the "baseball swing." (SA)**

Appendix T

Items Comprising Tentative Management Subscales For the Film Test

Permissive-Restrictive

12. Better control of the students should have been exercised. (SD)*

32. Children will learn much more in a controlled atmosphere than in a permissive one. (SD)

39. The teacher had adequate control of the group during the music experience. (SA)

26'. The teacher did not seem to have adequate control over the classroom. (SD)

125. This is an undisciplined class. (SD)

23'. Phil and Joe are disrupting the classroom. (SD)

86. Because of the nature and length of the scuffle the teacher was justified in staying out of it. (SA)

88. There is no need for the teacher to make an issue out of minor incidents. (SA)

18'. The teacher probably was wise in not interfering with the boy's behavior. (SA)

106. It is generally not acceptable for girls to scuffle with the boys like this at school. (SD)

112. Had a teacher been present she should have kept the boys from being so rough with the girls. (SD)

30'. It is generally unwise to allow children to sit on the bare floor. (SD)

58. The teacher should separate any two children in conflict. (SD)

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* Scored for high permissiveness

Appendix T (Cont'd)

Power

4. The teacher probably should insist that the entire class take part in this exercise. (SA)*

25. In the reading group the teacher should have insisted that the girl beside her sit with the rest of the group. (SA)

27. Physically forcing a child to pay attention will eventually gain his respect. (SA)

47. The teacher should have made Freddie take his feet off the girl's chair. (SA)

51. If Freddie continues bothering the girl, he should be moved. (SA)

67. Freddie should have been punished for refusing to participate. (SA)

76. The teacher should have put a stop to this silly behavior. (SA)

87. The teacher should have separated the boys immediately. (SAO

89. A good technique to use in preventing recurrent scuffles between these two is to thoroughly chastise them for being childish. (SA)

136. The teacher should have ordered Sandra to join the group. (SA)

24'. Phil and Joe's behavior warrants stern discipline. (SA)

Individual-Group Focus

4. The teacher probably should insist that the entire class take part in this exercise. (SD)**

10. The teacher exhibited a good deal of interest in each child. (SD)

16. The children who avoided the group activity should have been encouraged to participate. (SD)

38. All the children should have been encouraged to participate in the music activity. (SD)

44. The teacher should have had the children choose partners to provide them with social experience. (SD)

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* Scored for high Power

** Scored for high Individual-Group Focus

Appendix T (Cont'd)

53. The teacher should have made more of an effort to get Freddie involved in the activity. (SD)

113. When children play this way, it usually means they are not spending enough time in supervised games. (SD)

135. The teacher should have let the child remain by herself instead of urging her to join the group. (SA)

136. The teacher should have ordered Sandra to join the group. (SD)

137. Instead of urging Sandra to join the group the teacher should have given her something else to do. (SA)

Appendix U

Items Comprising Tentative Interpersonal Orientation Subscales For the Word Test

First Order Sensitivity*

46. The children did not seem to be involved in the reading exercise.

33. Cindy seems annoyed by Chad's behavior.

8'. The other children do not seem to be particularly affected by the teacher's behavior toward Ruthie.

38'. This procedure seemed to create anxiety in the children.

52'. The children standing in line waiting for a turn to read seemed bored.

19. Cindy seemed to be enjoying the attention being paid her.

Second Order Sensitivity*

3. John seems to be a happy child.

4. John seems to be an anxious child.

57. This group of children were probably the slow learners.

80. Alice must be a child who is very aware of her physical self.

27. Chad probably has difficulty developing relationships with other boys in the class.

21. Chad probably enjoys being with girls more than he does with boys.

7'. Ruthie probably finds it difficult to relate to other children.

19'. The other children probably do not like Ruthie.

21'. Ruthie seems to be an unhappy child.

42. Connie seems to be an anxious child.

44. Connie must be overly concerned about having a dirty face.

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* Scoring key is that provided by experts

Appendix U (Cont'd)

89. Anne is probably slower at doing her work than are her classmates.

90. Anne is probably an unhappy child.

93. This child probably is lacking in independence.

144. Buddy is probably retarded intellectually.

150. Buddy is probably an unhappy child.

142. Buddy seemed to be making fun of the teacher.

124. The girls who were in dresses probably were embarrassed when they had to put their feet in the air.

53'. The children who were waiting to read didn't seem to care about what was happening.

15. John is probably bored.

Trust

70. Harry and Dick are probably persistent trouble makers. (SD)*

91. Anne is undoubtedly unable to work on her own. (SD)

104. These boys are probably habitual trouble makers. (SD)

145. It is likely that Buddy will always be a trouble maker. (SD)

3'. Buddy probably is an habitual resistor. (SD)

5'. Buddy is probably a spoiled, self-centered child. (SD)

101. This whole class is likely to begin cheating if Anne is not stopped. (SD)

149. The teacher should not have been so concerned about Buddy's behavior. (SA)

14. John is probably a bully. (SD)

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* Scored for high Trust

Appendix U (Cont'd)

94. Looking on another child's paper in the second grade is a form of behavior which should cause little concern to teachers. (SA)

24. Girls should be taught not to "encourage" boys the way Cindy did. (SD)

25. It is usually unwise to allow close friends to sit near each other in a classroom. (SD)

26. The teacher should have supervised this interaction more closely. (SD)

28. A teacher should never let pairs drift away from the rest of the group without close supervision. (SD)

29. These two children should have been separated immediately. (SD)

115. If a teacher doesn't stop behavior of this sort when it first appears it will almost always get out of hand. (SD)

17. John should be moved to a desk where the teacher can keep an eye on him. (SD)

Appendix V

Items Comprising Tentative Interpersonal Orientation Subscales For the Film Test

First Order Sensitivity

6. Children who didn't get a book seemed to show no resentment toward those who did.

9. All the children participating seem to be enjoying this activity.

61. Freddie seemed to be sleepy.

75. Some of the children seemed to be purposefully destructive.

111. The girl seemed to enjoy the rough play.

129. It seemed that Sandra really wanted to join the activity.

10'. The other children in the classroom seemed to be more curious than sympathetic.

123. The children who are reading seemed to feel confident in their reading ability.

Second Order Sensitivity

48. Freddie probably dislikes the girl who was sitting in the chair in front of him.

63. Freddie probably does not feel he is part of the group.

97. The girl singing probably has some emotional problems.

98. Apparently the children have little respect for this teacher.

114. The boy who kicked the girl probably has a "crush" on her.

131. Sandra probably does not have enough self confidence to join the music activity by herself.

132. It is likely that Sandra finds it hard to take part in any group activity.

133. Sandra is probably a nervous child.

144. Sandra is probably jealous of the other children.

Appendix V (Cont'd)

143. Sandra probably does not care to be with other children.

145. Sandra probably is preoccupied with problems at home.

108. The boys probably dislike the girl they are ganging up against.

33'. Sally and Ann probably are more interested in friendship than they are in academic work.

35'. Sally probably has difficulty making friends.

36'. Sally is probably an insecure child.

38'. Probably Sally is not well accepted by her classmates.

115. The girl was probably too surprised and embarrassed when the boy kicked her to call for help.

15'. Lily is probably crying out of embarrassment.

19'. These two boys are probably too advanced intellectually for this class.

17'. When the teacher held Lily's hand, it was probably comforting and reassuring to her.

Trust

16. The children who avoided the group activity should have been encouraged to participate. (SD)*

25. In the reading group the teacher should have insisted that the girl beside her sit with the rest of the group. (SD)

38. All the children should have been encouraged to participate in the music activity. (SD)

45. All children need not be expected to enjoy music activities. (SA)

47. The teacher should have made Freddie take his feet off the girl's chair. (SD)

51. If Freddie continues bothering the girl, he should be moved. (SD)

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* Scored for high Trust

Appendix V (Cont'd)

53. The teacher should have made more of an effort to get Freddie involved in the activity. (SD)

71. The teacher should have removed the scales when the children broke the rules. (SD)

74. This should be a lesson to the teacher to never again trust these children to obey rules. (SD)

135. The teacher should have let the child remain by herself instead of urging her to join the group. (SA)

140. Sandra's behavior is really a bid for attention. (SD)

31'. A teacher should become concerned when two children separate from the group. (SD)

32'. This behavior is far too intimate for a classroom situation. (SD)

Appendix W

Items Comprising Tentative Subscales of IKV For the Word Test

KTMC

8. A child like John should be strictly controlled.

64. The teacher can best handle a scuffle by intervening as soon as it developes.

66. The teacher should have separated these boys as soon as they started scuffling at the table.

97. A teacher should punish the child who lets someone copy from his work.

103. The teacher should have taken the beanie away from the boys.

106. The teacher should have stopped reading until the boys stopped fooling around.

108. If these boys continually act up at story time, they should be excluded from the reading group.

126. When the children cheered their approval of the song, the teacher should have explained to them that they cannot be so loud in the classroom.

22. Children should not be allowed to sit on the bare floor.

41. Children should never be allowed to spit in the classroom, even in a handkerchief.

61. Allowing children to solve their own differences is generally of greater value to them than having a teacher step in to settle them.

43. Ignoring the situation was probably the best way of handling it.

45. If the teacher was aware of this behavior she should have put a stop to it.

25. It is usually unwise to allow close friends to sit near each other in a classroom.

28. A teacher should never let pairs drift away from the rest of the group without close supervision.

26. The teacher should have supervised this interaction more closely.

Appendix W (Cont'd)

29. These two children should have been separated immediately.

30. Both children should be encouraged to seek relationships with other children in the classroom.

31. It probably was wise for the teacher to ignore Chad and Cindy.

7. The teacher should have disciplined John when he performed the "baseball swing."

9. The teacher should channel John's energy into more constructive activities.

17. John should be moved to a desk where the teacher can keep an eye on him.

76. The teacher should have punished these girls for their behavior.

84. The teacher was wise in not drawing attention to these girls.

102. It was wise for the teacher to ignore the boys passing the beanie.

112. The teacher should have separated these boys as soon as they began playing with the beanie.

KTC

129. This kind of activity seems to favor the more active child.

132. This is a good activity in which to get an inhibited child involved with the group.

136. This is a good way to develop rhythm.

44'. Only good readers should be asked to read before the group.

127. This was a good activity to use in getting everyone involved.

40'. The teacher could insure greater attention on the part of the onlooking children if she asked questions based on the presented material.

46'. Only one child should be before the group at a time.

38. The teacher should have capitalized on this incident to teach the children something about proper social behavior.

Appendix W (Cont'd)

32'. Judy should have been given special instruction on how to use the saw adequately.

18'. The teacher was wise in giving Ruthie a good deal of support.

KCTB

81. If teachers ignore this sort of behavior it soon stops.

119. Such a high-pitched activity makes subsequent class work difficult.

51'. This type of activity helps children overcome fear of reading before a group.

17'. The teacher probably encouraged dependency in Ruthie by her behavior.

38'. This procedure seemed to create anxiety in the children.

41'. When a teacher does not express interest in the work the children are doing, they too will lose interest.

72. When a teacher fails to gain children's interest, behavior such as this is likely to occur.

101. The whole class is likely to begin cheating if Anne is not stopped.

40. Allowing children to do things like this will lead to the development of bad habits.

25'. Behavior like this on the part of the teacher tends to encourage hostility toward herself on the part of other children.

75. If the teacher had introduced the lesson in an interesting way, the two girls probably would have behaved differently.

115. If a teacher doesn't stop behavior of this sort when it first appears it will almost always get out of hand.

12. If the teacher would give John more stimulating work, he would probably be a more compliant student.

KDP

20. It is unusual for a first-grade boy to show such intimate expression toward a girl.

32. The social development of Chad and Cindy is advanced for children.

Appendix W (Cont'd)

27'. Boys develop motor coordination earlier than girls.

29'. Working with tools of this sort probably has little meaning for children of this age.

30'. These children are too young to realize the danger involved in working with carpentry tools.

31'. In general, girls of this age have less manual skill than boys.

35'. It is expected that boys have greater muscular strength than girls the same age.

58. Boys at this age enjoy body contact sports.

125. Modesty is usually of little concern to children of this age.

137. Children enjoy activities of this kind even if they cannot perform them adequately.

138. Children this age get a good deal of pleasure from repetitive activities.

49'. Third graders learn more in small reading groups than in large ones.

52. A poem generally is not interesting to both boys and girls.

53. At this age children tend to enjoy prose more than poetry.

DBCC

73. Children who are inattentive while the teacher is talking probably have little respect for her.

74. The hair tossing was probably one of the ways in which these girls respond to boredom.

77. In time, this entire group would likely fail to pay attention to this teacher.

116. If a girl had been sitting between these boys, the beanie passing probably would never have started.

11. John's pretending to swing the bat was probably a bid for attention.

100. When a child cheats it is usually a sign that the lesson has not been understood.

43'. It is unreasonable to expect the children who have already read to listen quietly while the others take their turn.

Appendix W (Cont'd)

55. When children do not pay attention, one can be relatively sure that discipline is generally lacking in the classroom.

56. Experiences like this are probably a major cause of children disliking school when they are older.

78. Inattention in the classroom in grade one will breed poor study habits in later grades.

51. A teacher cannot expect to hold the children's attention long during a holiday season.

DHNC

18. Children who grimace are probably tense.

6. When a child shows off it generally means he is insecure.

23'. This child probably comes from an emotionally deprived home.

99. Anne probably has little opportunity for creative expression at home.

71. These boys probably have fathers who don't ever scuffle with them.

140. It is likely that this child has little discipline at home.

148. Buddy probably has had too much rigid discipline at home.

24'. Children who lack affection at home will always seek affection from a teacher.

13'. Ruthie probably feels much closer to her mother than she does her father.

143. Something is seriously wrong emotionally with a child when he rolls on the floor the way Buddy did.

145. It is likely that Buddy will always be a trouble maker.

146. It is likely that Buddy will never finish school.

Appendix X

Items Comprising Tentative Subscales of IKV For the Film Test

KTMC

105. Assuming a teacher to be present, she should have stopped this behavior until the boys learned to respect the girls.

30'. It is generally unwise to allow children to sit on the bare floor.

24'. Phil and Joe's behavior warrants stern discipline.

32. Children will learn much more in a controlled atmosphere than in a permissive one.

12. Better control of the students should have been exercised.

67. Freddie should have been punished for refusing to participate.

100. The girl singing should have been asked to save her song until music time.

136. The teacher should have ordered Sandra to join the group.

25. In the reading group the teacher should have insisted that the girl beside her sit with the rest of the group.

81. The teacher should have taken Charles aside and talked with him about treating others with kindness and respect.

47. The teacher should have made Freddie take his feet off the girls chair.

50. There was no need for the teacher to interfere in the situation involving the two children.

51. If Freddie continues bothering the girl, he should be moved.

58. The teacher should separate any two children in conflict.

86. Because of the nature and length of the scuffle the teacher was justified in staying out of it.

87. The teacher should have separated the boys immediately.

88. There is no need for the teacher to make an issue out of minor incidents.

Appendix X (Cont'd)

89. A good technique to use in preventing recurrent scuffles between these two is to thoroughly chastise them for being childish.

76. The teacher should have put a stop to this silly behavior.

112. Had a teacher been present she should have kept the boys from being so rough with the girls.

18'. The teacher probably was wise in not interfering with the boy's behavior.

KIMS

18. This is an effective way to distribute a large number of books in a short period of time.

4. The teacher probably should insist that the entire class take part in this exercise.

16. The children who avoided the group activity should have been encouraged to participate.

38. All the children should have been encouraged to participate in the music activity.

53. The teacher should have made more of an effort to get Freddie involved in the activity.

135. The teacher should have let the child remain by herself instead of urging her to join the group.

137. Instead of urging Sandra to join the group the teacher should have given her something else to do.

139. A child should not be forced to enter a situation if his anxiety about it is great.

82. After the scuffle the teacher should have made the two boys work separately.

71. The teacher should have removed the scales when the children broke the rules.

Appendix X (Cont'd)

KTC

77. It is worthwhile for the children to find out from experience what the scale will withstand.

1. Books such as "Hop-Along Cassidy" are inappropriate for use in public schools.

11. This is a good method for obtaining student enthusiasm and interest.

40. Music activities for children this age should be more structured.

121. This whole activity was probably a cover-up for lack of teacher preparation.

2. Requiring the children to be able to read the titles before they receive the book is a good teaching technique.

102. The teacher seemed to be overdoing a simple lesson.

122. This is a good way to give the children experience in speaking before a group.

15. This technique probably discourages poor readers from participating.

116. When a class is no longer paying attention, a teacher should change the activity.

DRMC

132. It is likely that Sandra finds it hard to take part in any group activity.

134. A child who doesn't join in group activities is usually insecure.

145. Sandra probably is preoccupied with problems at home.

34'. Probably Sally is shown little affection at home.

35'. Sally probably has difficulty making friends.

39'. Sally's interest in Anna's barrette probably indicates that she does not have many possessions of her own at home.

40'. Sally probably has had a lot of experience caring for younger children.

41'. Both girls probably come from over-affectionate families.

Appendix X (Cont'd)

148. It is likely that Lily cries easily whenever she experiences uncertainty or frustration.

25'. These boys probably lack constructive attention in their homes.

59. Freddie's parents are undoubtedly too strict with him.

60. Freddie is likely to have future psychiatric problems.

90. Charles is probably an only child.

91. Charles probably always gets his way at home.

92. It is likely that neither Charles nor Eric have learned to cooperate.

52. It is likely that at home Freddie is never made to do anything he doesn't want to.

DRCC

96. Only a child who is undisciplined at home would sing out loud in a group like this.

104. The child who is singing probably has been given special priviledges before by the teacher.

13'. When class resumes, it is likely that Lily will be quiet and withdrawn.

38'. Probably Sally is not well accepted by her classmates.

78. Breaking rules shows a definite disrespect for a teacher's wishes.

113. When children play this way, it usually means they are not spending enough time in supervised games.

27'. When children act up in class, it usually means that they don't have enough to do.

8'. It is usually the very intelligent, "high-strung" child who cries in class.

7'. Children who cry in the classroom are almost always unhappy children.

Appendix X (Cont'd)

KCTB

68. When only one scale has to be shared by so many children, one can expect a situation like this to occur.

5. A situation like this may create anxiety in children.

19. Allowing children to respond freely in this way often leads to a group feeling of enthusiasm.

35. Using music to control class behavior is likely to lead to a dislike of music.

120. Reading in front of a class builds self-confidence.

22'. A teacher's method of discipline generally determines how children will behave in school.

124. Reading aloud improves silent reading skill.

26. Children are likely to take advantage of a teacher if they sense an inability to cope with the class.

94. When children sense that a teacher is uncomfortable in a teaching situation, learning is likely to be impaired.

13. The degree of competition involved in this situation is not conducive to healthy social adjustment among peers.

20. Little or no learning is likely to come from this experience.

22. This technique precipitated conditions which are not conducive to good learning habits.

33. The behavior of this teacher is apt to curb the natural curiosity in children.

138. Insisting that children participate in all activities leads to loss of individuality.

27. Physically forcing a child to pay attention will eventually gain his respect.

2'. The teacher's behavior probably rewarded Lily's use of crying as a means of solving problems.

79. Probably it was the teacher's casual attitude that precipitated the children's taking advantage of the situation.

99. A teacher who is considerate of children's feelings is generally shown respect by pupils.

Appendix Y

Definitions of the Dimensions Appearing in the Orientation Categories For the Simulation Test and a Summary of the Scoring Procedure Using Them

A. Accepting-Terminating Orientation: This is an "either-or" dimension in the sense that the two orientations are thought to be mutually exclusive. The score is given on the basis of the teacher's action with regard to the ongoing behavior of the child or children. If, in fact, the teacher redirects the ongoing behavior (as opposed to terminating or "limiting" it), or if she accepts it without any opposition, a check is placed in the acceptance blank. The redirecting-acceptance score accompanies a "permissive" orientation on the part of the teacher. Similarly, in order to receive a "terminating" score the teacher must either terminate the ongoing behavior directly or limit the child in a way (other than redirecting him) that the ongoing behavior is to some degree blocked. The limiting-terminating score accompanies a "restrictive" orientation on the part of the teacher. "No response" is automatically given an "acceptance" score.

B. Power Orientation: The teacher's response can be judged as bringing to bear one of three different levels of "pressure" on the child to perform in accordance with her goal expectations. Her response may be such that it in effect represents to the child "Do such-and-such because I say so." This type of response is regarded as "unqualified power" and is given a corresponding score. Another level involves demanding certain kinds of behavior of the child but accompanying the demand with an explanation as to why he should behave in a particular way, or accompanying the demand with a cushion, such as saying "please," giving promise of future compensation, etc. This type of response is regarded as qualified power.

A third level involves an effort on the part of the teacher to change the behavior of a child, but in contrast to the first two levels, she gives him a choice of whether to do it or not. Efforts to change behavior in this way involve either suggestion or persuasion. If a teacher ignores the ongoing behavior of a child he is regarded as having a choice in whether he wishes to continue it. As a consequence a "no response" answer represents the third level power orientation.

C. Focus of Address: When the teacher responds to an episode she may address her response to a single child, to a few children, to a larger group of children, or to the whole class. Sometimes she may address herself to a single child and then to a group or vice versa. There are two categories within this dimension: individual focus and group focus. When a teacher addresses an individual her focus receives an "individual" score. Any other address receives a "group" score. When she addresses herself to an individual and to a group, independent of order, she receives a score on both individual and group. A response that involves the teacher addressing the group about an individual does not receive any individual score.

Appendix Y (Cont'd)

D. Facilitating-Directing Orientation: A "facilitating" orientation is one in which the over-all aim of the teacher appears to be one of "helping the child to help himself" as opposed to a "directing" orientation where the teacher does for the child or "tells him what to do" without regard for his own efforts. When a response has both qualities of the dimension to it, the dominant orientation is scored.

E. Grammatical Forms of Address: Two modes of address are tapped in this scale, the question mode and the statement mode. The mode assignment is based purely on grammatical structure. If, when the teacher responds, she uses the interrogative form, the score is placed in the "questioning" blank, otherwise the statement mode receives a score. When both modes are used, a score is given to each.

F. Sensitivity-Perceptivity Orientation: This variable is arbitrarily divided into three levels of sensitivity—low, medium and high. The judgment is made on the basis of the degree to which the teacher takes into account the information available to her about the child, and the prevailing circumstances. Category assignment also depends upon the degree to which she expresses understanding around "what leads to what" with respect to her actions and their implications. In order to receive a "low" rating the teacher must either have perceived relatively little about the child's background (from the cumulative folder) and present circumstances, or having perceived these, she makes relatively little use of the information when dealing with the situation before her. A "high" score implies the opposite of the above. This measure at best is somewhat gross, and demands more of the rater than most of the other measures.

G. Focus of Concern: In responding to a situation a teacher may show concern around an individual's well-being, around the well-being of the group, or both. There are two categories within this scale to tap the teacher's focus of concern, an individual focus category and a group focus category. When her response indicates concern around the teaching-learning process and/or "getting the job done" it is given a "group" score. This rests on the assumption that such a focus of ten derives or gets in the way of a concern for individual well-being. When her response indicates primary concern with the well-being of an individual child, it is scored as representing an individual focus.

H. Trust Orientation: Trust is somewhat arbitrarily broken down into three varieties, based on whether the teacher's response indicates that she lacks confidence that (1) the child will do well by himself, that he will (2) do well by others, or that (3) he will do well by her. In Trust I, a rating of non-confidence or mistrust would be given if the teacher's response suggests that she feels that a child is unable to cope with a particular situation. The offering of excuses or explanations for a child's behavior is also considered lacking of confidence. For example, if a teacher would offer as an explanation of inadequate behavior: "John is a slow learner" or "He had not prepared his work," she would be considered to be lacking in Trust I. However, if such information was provided in the background materials, and the teacher is in effect simply repeating it, then such an orientation is not to be used as a basis for a mistrust or non-confidence score. When mistrust is not evident, trust is assumed.

In Level II Trust the judgment is made on the basis of whether the teacher's response suggests that confidence that a child (or children) will accept responsibility for another's (other than the teacher's) well-being. For example, if she explains that she intruded in an ongoing situation "to terminate disruption of the lesson" by a given child, or if her response implies that others would be disturbed, hurt, inconvenienced, etc. by the ongoing behavior if it were allowed to continue, a mistrust rating is given. Like Trust I, when mistrust is not evident, trust is assumed.

In Trust III, judgment is made on the basis of whether the teacher's response implies that the child will in some way take advantage of her. For example, if she suggests that she did not respond to a child's question because "He was simply testing how far he could go with me," or "He was just trying to take my time," or if her response in any way suggests that she needs to defend herself against a child or his behavior, mistrust is recorded. Like the other trust scales, when mistrust is not expressed, trust is assumed.

I. Unique Categorical Orientation: Here judgment is made on the basis of whether a teacher's response, and basis for her response, are unique to the particular child or children in the particular situation, given the information available to her (from any source), or if in fact the response is one which could be used with any child who behaves this way, independent of the set of circumstances. The former would be given a "unique" rating and the latter would, of course, receive a "categorical" score.

J. Over-all-Focus: This scale has two categories within it: an academic focus or a person focus. If a teacher focuses on the needs, feelings, well-being or whatever, of the child as opposed to or in addition to his or the class's intellectual development, or the teaching-learning process, she would be given a score on "person." If she concerns herself primarily with the academic-intellectual aspect, however, independent of or in addition to any consideration around other aspects of the child or his development, she receives a score on the "academic" scale. If she focuses on both, she receives a score on both.

Appendix Y (Cont'd)

Every measure has the potential of receiving a score for each episode. However, five of the orientation measures have sub-parts in which a judgment must be made as to which sub-part most appropriately fits the response of the teacher. In these scales a score is given to only one sub-part for any given episode. These five measures are: Accepting-Terminating, Power, Facilitating-Directing, Sensitivity-Perceptivity, and Unique-Categorical. While the Trust scale has three sub-parts, any or all may receive a score on a given episode and in that sense the sub-parts are treated as separate measures.

The remaining measures, Focus of Address, Individual vs. Group, Grammatical Mode of Address, Question vs. Statement, Focus of Concern, Individual vs. Group, Over-all Focus, Academic vs. Person, are all two-scale measures and can receive potentially, scores in both scales. Presence or absence of the quality determines whether the scale receives a score. The recording sheet for the scales appears below.

Teacher__________________ No.________

		1	2	3	4	5	6	7	8	9	10	11	12
Restrictive													
Permissive													
Power	u												
	q												
	c												
Focus of Address	Individual Centered												
	Group Centered												
Facilitating													
Directing													
Grammatical Address	Quest. Mode												
	State. Mode												
Sensitivity-Percep.	High												
	Med.												
	Low												
Trust	Non-Conf. I												
	Non-Conf. II												
	Non-Conf. III												
Unique vs. Categoric.	Invites & Encourages Diff.												
	Discourages & Lim. Diff.												
Over-all Focus	Academic												
	Person												

Appendix Y (Cont'd)

In scoring the protocols it is important to remember that each measure potentially may receive a score on every episode. In order to insure that no measure is overlooked, place a hyphen opposite any measure to indicate that the quality did not manifest itself in the response. Otherwise, place a check mark beside the measure or, in those which have sub-parts, opposite the appropriate sub-part, to indicate the fact that the quality is manifest in the response.

A particularly difficult problem in scoring revolves around the situation wherein the teacher chooses not to respond to the situation. Under such circumstances the Accepting-Terminating measure automatically receives a check opposite "Accepting," the Power measure receives a check opposite "Choice," and the Facilitating-Directing measure receives a response (by default) opposite "Facilitating." Other measures are judged against any explanations given in the answers to the questions following the response. The "no response" response also has implications for the computation of scores from the checks, etc. appearing on the recording sheet. In computing the total scores or summary score across episodes, in both the Focus of Address and the Grammatical Form of Address categories, as well as any other on which there is insufficient information to make a scoring judgment, total score is reduced by one unit. This follows from the fact that total possible score is independent of "no response" answers, and as a consequence an adjustment must be made in it when there are in fact no scores. On scales where a no response answer affects total score in this way it is helpful in totaling scores if the scale position is crossed out for that particular episode and teacher. Scale positions are also crossed out if for some reason a judgment is not possible for a particular response.

Appendix Z

Summary Scores for the Simulation Test Orientation Measures

Summary scores for the simulation orientation measure appear in the form of a proportion. The formulae for computing the summary scores for each of the measures is given below.

Note: "No response" episodes do not affect the numerator of A, B, or D.

$$A - \frac{\text{Permissive}}{11 - \text{no. of "X" episodes}}$$

$$B - \frac{\text{Unqualified Power}}{11 - \text{no. of "X" episodes}}$$

$$C - \frac{\text{Individual}}{11 - \text{no. of "X" episodes}} \qquad \frac{\text{Group}}{11 - \text{no. of "X" episodes}}$$

$$D - \frac{\text{Facilitating}}{11 - \text{no. of "X" episodes}}$$

$$E - \frac{\text{Questioning}}{11 - \text{no. of "X" episodes}} \qquad \frac{\text{Statement}}{11 - \text{no. of "X" episodes}}$$

$$F - \frac{\text{High Sensitivity-Perceptivity}}{11 - \text{no. of "X" episodes}}$$

$$G - \frac{\text{Group}}{11 - \text{no. of "X" episodes}} \qquad \frac{\text{Individual}}{11 - \text{no. of "X" episodes}}$$

$$H - 1 - \frac{\text{NCOS}}{11 - \text{no. of "X" episodes}} \qquad 1 - \frac{\text{NCPP and OT}}{\text{ss} - \text{no. of "X" episodes}}$$

$$I - \frac{\text{Unique}}{11 - \text{no. of "X" episodes}}$$

$$J - \frac{\text{Academic}}{11 - \text{no. of "X" episodes}} \qquad \frac{\text{Person}}{11 - \text{no. of "X" episodes}}$$

Appendix AA

Raw Scores of Subjects for the Word Test, Film Test, and MATI

Subject	Word Test Scale*												
	A	B	C	D	E	F	G	H	I	J	K	L	M
1.	755	214	361	114	109	31	49	227	141	108	56	61	127
2.	707	226	304	117	110	39	45	208	129	90	66	59	137
3.	756	226	362	103	101	37	51	232	134	107	61	61	121
4.	583	184	268	73	63	38	35	189	94	77	65	53	199
5.	684	201	345	82	83	27	42	229	111	108	64	46	100
6.	744	220	345	120	104	39	44	235	127	104	68	59	99
7.	735	232	317	122	116	37	46	210	126	108	62	52	128
8.	755	235	350	106	95	40	54	224	132	113	71	59	123
9.	824	242	392	121	112	43	54	248	137	123	72	62	131
10.	776	241	359	115	104	42	54	237	131	115	74	61	114
11.	685	194	345	91	87	34	47	220	111	98	57	57	109
12.	644	189	304	93	81	36	40	207	116	92	53	56	90
13.	802	233	394	109	106	35	57	254	146	116	66	57	116
14.	593	177	285	79	73	33	25	200	93	82	53	40	95
15.	742	210	354	117	98	39	47	225	118	114	67	64	122
16.	703	216	319	109	106	36	52	205	123	102	63	60	133
17.	705	199	353	99	93	34	38	233	114	93	56	57	115
18.	801	228	388	117	108	36	53	247	141	117	70	64	133
19.	847	239	442	107	101	37	55	278	135	128	68	72	112
20.	669	194	333	84	81	27	45	217	107	97	54	46	99
21.	779	225	378	108	105	39	54	238	130	119	72	62	113
22.	749	218	345	120	112	32	49	218	133	112	61	49	126
23.	701	200	323	113	107	39	48	217	121	99	64	56	138
24.	627	184	313	77	75	39	44	193	114	94	56	43	125
25.	732	220	359	100	94	36	43	235	116	120	64	55	102
26.	669	196	302	113	99	34	48	193	119	89	62	45	127
27.	818	228	417	109	107	36	47	267	136	117	71	61	117
28.	737	202	378	98	100	27	48	243	133	101	51	53	118
29.	701	204	361	88	83	34	44	246	112	113	52	54	105
30.	675	194	337	89	72	37	38	215	110	103	67	61	90
31.	734	225	345	108	96	37	49	239	132	96	65	64	112
32.	792	222	368	129	116	47	50	232	148	107	65	68	129
33.	751	228	352	111	100	42	53	223	131	108	67	65	122
34.	734	234	326	109	98	37	51	219	135	101	64	63	119
35.	642	175	328	81	77	29	35	211	108	103	49	44	103
36.	718	217	325	111	103	39	48	215	123	97	71	60	114
37.	694	195	346	101	93	32	47	217	111	106	58	55	112
38.	564	163	273	85	77	29	45	178	76	83	63	50	89
39.	739	218	334	123	113	39	52	210	130	107	72	61	115
40.	771	235	358	110	103	43	47	231	128	113	71	60	129

*Key to Word Test Scales

A. Total Score	H. Interpersonal Awareness
B. General-Interpretive Items	I. Orientation to Structure
C. Specific-Interpretive Items	J. Teacher Characteristics
D. Specific-Sanction Items	K. Philosophy of Structure
E. Management II	L. Approach to Structure
F. Orientation to Strategies	M. Management I
G. Technique Awareness	

Subject	Film Test Scale*												MTAI
	A	B	C	D	E	F	G	H	I	J	K	L	
1.	686	59	51	86	55	135	388	129	116	74	191	143	58
2.	595	36	46	77	56	133	318	116	108	54	153	150	119
3.	652	50	46	84	54	113	397	109	92	74	204	103	60
4.	623	56	55	88	56	127	333	128	116	74	150	131	60
5.	698	56	54	91	56	142	392	131	116	71	196	136	27
6.	651	43	51	94	59	136	355	127	118	75	176	141	60
7.	694	55	61	89	63	142	383	139	119	74	185	145	82
8.	647	57	55	88	57	135	355	126	116	72	163	140	2
9.	733	61	56	104	62	149	438	130	124	73	217	142	97
10.	691	52	53	97	59	141	387	132	122	69	187	135	62
11.	739	49	56	95	63	145	426	136	127	78	215	137	16
12.	601	45	49	81	48	111	341	121	93	69	174	124	51
13.	664	52	54	89	55	139	363	133	117	69	181	140	84
14.	565	33	43	75	40	101	318	113	99	54	163	116	78
15.	660	57	51	93	55	130	374	127	111	74	173	128	16
16.	612	40	50	90	56	121	341	115	109	77	149	136	69
17.	623	43	52	87	36	108	365	121	112	74	182	136	45
18.	722	63	65	98	59	143	406	138	122	80	197	142	61
19.	761	57	67	107	55	132	448	148	113	83	218	136	50
20.	714	68	54	94	54	142	412	124	120	80	204	124	46
21.	668	50	56	86	57	124	380	133	101	77	193	127	1
22.	683	52	54	90	55	140	385	124	108	69	189	125	42
23.	616	49	52	92	54	142	321	127	118	69	148	151	70
24.	664	47	60	92	52	116	390	131	98	78	192	113	79
25.	658	48	63	91	49	130	363	129	115	70	178	127	30
26.	615	47	54	79	44	120	360	110	103	67	170	151	67
27.	700	48	56	104	53	128	423	122	99	65	220	127	53
28.	691	59	52	95	40	122	434	109	102	71	213	147	84
29.	615	40	43	84	46	108	360	121	92	60	191	131	74
30.	593	35	50	89	45	112	345	105	99	69	172	118	25
31.	682	61	57	98	60	144	376	132	123	78	173	136	12
32.	704	52	58	93	55	152	388	130	125	73	185	148	40
33.	623	52	47	92	53	119	357	114	105	64	172	130	55
34.	656	52	60	91	61	135	360	131	110	78	165	147	79
35.	557	35	52	61	56	106	313	112	90	64	170	112	72
36.	635	45	57	91	56	131	348	124	115	68	169	120	67
37.	628	52	58	89	55	124	345	129	102	75	169	118	59
38.	628	50	52	87	47	108	359	132	91	77	183	103	1
39.	674	58	57	100	60	140	376	126	115	73	168	140	62
40.	670	56	63	91	62	149	353	133	125	78	169	143	66

*Key to Film Test Scales

A. Total Score
B. Approach to Structure
C. Philosophy of Structure
D. Teacher Characteristics
E. Response to Deviation
F. Specific-Sanction Items
G. Specific-Interpretive Items
H. General-Interpretive Items
I. Management II
J. Technique Awareness
K. Interpersonal Awareness
L. Management I

Appendix BB

Scores of Subject for the Simulation Test

Subject	Simulation Test Scales*						
	A	B	C	D	E	F	G
1.	163	128	147	53	52	47	41
2.	145	147	170	52	43	73	21
3.	145	143	144	52	45	54	46
4.	120	176	134	35	34	53	54
5.	153	143	156	42	61	54	46
6.	180	163	143	37	58	39	53
7.	182	162	177	53	63	62	60
8.	162	163	150	52	54	60	54
9.	150	155	123	48	65	53	54
10.	150	158	158	52	41	53	54
11.	107	107	158	60	55	54	54
12.	138	150	142	53	52	43	60
13.	68	158	97	66	41	54	60
14.	157	151	142	53	44	39	60
15.	163	134	146	57	57	44	41
16.	145	162	174	53	59	44	54
17.	159	141	133	38	40	43	60
18.	169	140	196	28	36	60	54
19.	119	140	137	47	32	43	54
20.	142	160	196	38	50	73	47
21.	132	126	146	42	60	53	47
22.	125	173	151	50	41	53	54
23.	156	116	128	52	55	54	54
24.	132	112	129	60	48	39	54
25.	163	167	168	53	62	43	60
26.	162	163	184	50	33	44	60
27.	168	146	142	60	63	47	54
28.	169	161	147	41	60	39	60
29.	133	161	143	53	62	60	47
30.	151	295	165	28	54	53	60
31.	150	154	193	57	50	53	47
32.	179	124	157	56	71	47	49
33.	163	164	146	59	41	53	47
34.	169	122	153	66	62	39	54
35.	157	168	147	58	60	53	54
36.	181	131	140	66	50	60	47
37.	163	164	116	57	56	56	44
38.	84	173	116	52	62	39	60
39.	188	120	166	57	47	73	38
40.	145	145	146	53	40	39	47

*Key to Scales

A. Management I
B. Interpersonal Awareness
C. Structure
D. Address to Individuals
E. Question Mode
F. Trust
G. Academic Focus

Appendix CC

Scores of Subjects on Criterion Measures

Subject	Criterion Measure*														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1.	60	49	47	42	49	52	62	51	55	46	46	52	54	54	44
2.	65	52	44	77	41	55	41	33	70	32	42	65	63	64	52
3.	54	69	37	48	32	51	44	62	35	45	69	67	66	69	58
4.	43	40	72	28	61	57	55	41	57	51	36	37	38	36	37
5.	45	62	39	45	52	52	53	51	51	51	67	60	58	62	49
6.	50	49	47	47	52	53	62	42	50	50	51	45	48	48	46
7.	32	66	40	52	44	45	70	39	36	64	45	47	60	58	52
8.	57	50	47	41	49	50	47	47	49	63	39	49	62	55	47
9.	59	73	36	62	41	39	28	66	50	53	35	59	66	61	49
10.	65	41	54	37	64	55	69	40	65	55	56	42	34	47	42
11.	41	48	43	66	56	57	55	49	48	34	59	48	42	44	51
12.	60	43	64	45	52	56	58	53	85	46	44	50	48	47	42
13.	64	50	38	64	48	52	50	59	64	72	32	60	56	60	51
14.	60	54	41	39	42	55	50	51	51	47	69	64	50	55	47
15.	38	41	56	62	58	57	60	39	61	34	33	41	44	45	49
16.	51	44	36	70	53	45	44	35	46	32	64	58	68	68	50
17.	62	52	47	61	62	53	47	74	41	47	55	35	38	39	56
18.	62	52	47	61	62	53	47	74	41	47	55	35	38	39	56
19.	51	66	39	40	47	52	62	54	44	64	56	55	61	60	44
20.	56	51	48	44	58	55	46	47	35	53	54	50	47	48	47
21.	52	37	45	40	33	49	37	67	39	48	28	42	53	44	50
22.	48	51	49	58	32	22	38	44	42	45	44	50	55	52	45
23.	38	41	49	59	48	55	41	41	45	48	31	44	40	39	48
24.	34	48	53	52	58	55	48	37	47	45	58	48	42	45	52
25.	52	36	43	43	64	49	38	40	29	70	49	46	42	43	48
26.	47	40	73	35	58	55	52	47	65	52	64	40	45	45	48
27.	48	70	45	46	36	46	41	40	63	42	48	58	59	61	41
28.	43	33	77	35	64	57	55	46	53	59	57	37	36	39	41
29.	39	47	56	51	49	54	48	41	65	34	52	58	53	54	47
30.	56	50	53	36	41	52	55	58	53	55	59	45	45	46	42
31.	57	44	47	56	32	55	57	45	48	47	48	66	61	60	48
32.	42	63	54	56	44	22	51	69	37	41	49	67	61	61	53
33.	50	46	48	50	38	57	39	56	52	40	54	71	60	62	50
34.	39	45	46	60	64	56	39	56	48	42	49	41	38	37	60
35.	39	39	61	46	62	56	49	41	42	46	46	44	42	41	48
36.	52	48	52	35	41	22	72	50	47	60	46	41	47	50	44
37.	52	42	70	46	64	22	43	55	46	58	42	28	31	31	49
38.	40	40	58	45	55	55	62	53	59	59	39	38	43	33	43
39.	59	57	40	54	41	56	33	55	40	64	57	63	59	57	53
40.	56	51	56	40	50	55	55	46	51	48	56	46	47	50	44

*Key to Scales

A. Power
B. Permissive-Restrictive
C. Consideration I
D. Consideration II
E. Affective Orientation
F. Success in Gaining Compliance
G. Individual-Group Focus
H. Teacher-Child Focus
I. Facilitating-Directing
J. Question-Statement
K. Tolerance
L. Consideration III
M. Classroom Climate
N. Total Ratings
O. Teacher Approachableness